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ABSTRACT

These curriculum materials for preparing nursing assistants in Pennsylvania provide 14 units of secondary and postsecondary instruction. Presented within the topic of the role and function of the nursing assistant are units providing an introduction to health care, communications, infection control, emergency and disaster procedures, and ethical and legal responsibilities. Presented within the section on personal care and basic nursing skills are units on nutrition, common diseases and conditions of body systems, the resident's environment, personal care and grooming, basic nursing skills, resident care procedures, and death and dying. In the section on restorative care is a unit on rehabilitation. The section on mental health and social service needs contains a unit on the psychological effects of aging. An introductory section explains how to use the materials. Each unit contains a summarizing paragraph, a schedule for classroom and clinical work, a list of suggested topics of instruction, terms and their definitions, student objectives, an outline of course content, and a list of learning activities for each objective. Among the learning activities are suggested speakers, supplemental readings, page numbers of suggested quiz-test-study questions in textbooks, individual and group activities, and procedures specific to the course content. A 57-item bibliography is included, along with a list of 63 pamphlets and 184 audiovisual materials. The appendices include a suggested time schedule, a performance checklist index, a task checklist summary, and performance checklists. (CML)

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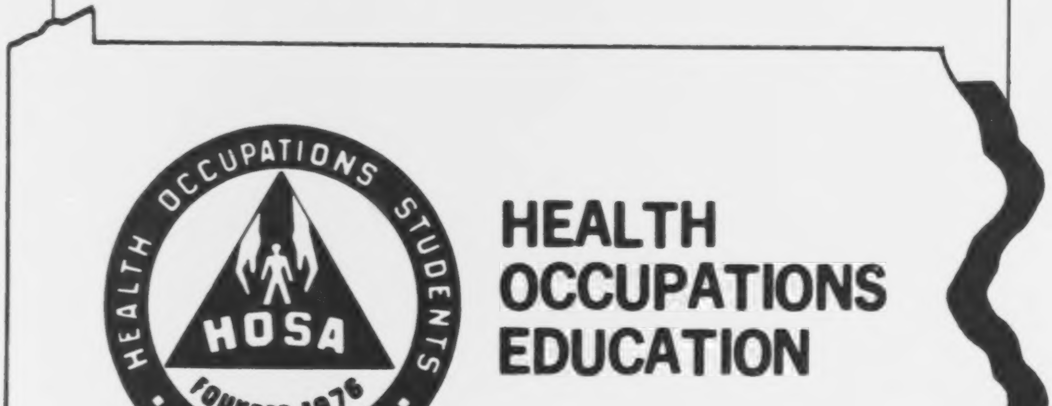
# State-wide Nursing Assisting Curriculum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# Preface

The Omnibus Budget Reconciliation Act (OBRA) of 1987 and the 1989 Amendments direct states to specify those training and competency evaluation programs that the state approves for nurse aides employed by nursing facilities participating in medicare and medicaid programs on or after October 1, 1990. A number of health care institutions have submitted applications and received approval to offer their training programs. In addition, the Pennsylvania Department of Education, Bureau of Vocational and Adult Education authorized the development of a state wide nurse aide curriculum to be disseminated to the vocational education community. Health care institutions may request a copy of the state wide nurse aide curriculum for their use. In developing the curriculum, attention was given to include health care facility policies and procedures for those facilities using the curriculum.

In developing the state wide nurse aide curriculum, the authors have made every effort to use the most up-to-date textbooks available. This proved to be a major task since publishers of textbooks are doing what they do best -- publishing textbooks to meet current needs. We have referenced ten textbooks throughout the curriculum and included supplementary references for a number of others. We suggest that instructors review the textbooks available to them and select one to use in teaching the course. Several others may be purchased as reference books depending on budget resources. A number of new texts have been published in 1990. Several texts that have been published during the last four years have been revised and proven to be excellent sources of information. We used the following ten textbooks consistently throughout the curriculum:

1. The Health Care Worker: An Introduction to Health Occupations by Badasch and Chesebro, 1988;
2. Nursing Assistant--A Nursing Process Approach by Caldwell and Hegner, 1989;
3. Basic Skills for the Long-Term care Nurse Assistant by Fasano, 1989;
4. Assisting in Long-Term Care by Hegner and Caldwell, 1988;
5. Mosby's Textbook for Long-Term Care Assistants by Hogan and Sorrentino, 1988;
6. How to be a Nurse Assistant by Johnson-Pawlson and Goodwin, 1988;
7. Being a Nursing assistant by Schniedman, Lambert, and Wander, 1989;
8. Diversified Health Occupations by Simmers, 1988;
9. Mosby's Textbook for Nursing Assistants by Sorrentino, 1987;
10. Being a Long-Term Care Nursing Assistant by Will and Eighmy, 1988.

# Directions for Use of the Nursing Assisting Curriculum

The State-wide Nursing Assisting Curriculum has been prepared for two groups of people. First, the students, for whom we wish to provide the knowledge and the clinical skills necessary to become certified competent, nursing assistants. Second, the teacher, for whom we wish to provide a selection of textbooks, audio-visual aids, and reference books that will complement their teaching skills and help them to educate individuals to become knowledgeable, efficient, caring, nursing assistants.

The curriculum has been divided into four sections and then subdivided into fourteen units according to Department of Education guidelines:

- Section 1 - Role and Function
  - Unit 1 Introduction to Health Care
  - Unit 2 Communications
  - Unit 3 Infection Control
  - Unit 4 Emergency and Disaster Procedures
  - Unit 5 Ethical and Legal Responsibilities
- Section 2 - Personal Care and Basic Nursing Skills
  - Unit 6 Nutrition
  - Unit 7 Common Diseases and Conditions of Body Systems
  - Unit 8 The Resident's Environment
  - Unit 9 Personal Care and Grooming
  - Unit 10 Basic Nursing Skills
  - Unit 11 Resident Care Procedures
  - Unit 12 Death and Dying
- Section 3 - Restorative Care
  - Unit 13 Rehabilitation
- Section 4 - Mental Health and Social Service Needs
  - Unit 14 Psychological Effects of Aging

Cover Page Each unit begins with a cover page which includes an introductory paragraph summarizing the content of the unit. A time schedule suggests hours for total classroom and clinical instruction. The first column of figures is based on the 75 hour minimum required hours, the second column of figures is based on 120 hours of instructions, and the third column of figures is based on 240 hours of instruction. A comparison of the suggested time schedule can be found in Appendix A. Lesson Presentation Materials are a list of suggested items that the instructor may want to introduce when covering the course content to enhance student learning. Terminology introduces medical terms included in the unit. The second page of each unit is titled, Terminology Defined. On the back of the cover page is a list of the procedures included within the unit.

Curriculum Pages The curriculum has been divided into three columns. The first column lists the unit objectives. Objectives preceded by an asterisk (*) are not required by state guidelines. The instructor may wish to include some or all of these objectives depending on time allotments.

The second column, course content, provides an outline of the information to be covered in order to meet the objective. The authors have included the steps of each procedure for ease in teaching. The performance check list index and the procedures are located in Appendix B. The third column, learning activities, lists the different textbooks with appropriate page numbers and appropriate audio-visual aids for the content. Pamphlets and audio-visual aids with organization addresses and telephone numbers follow the references at the end of the curriculum for ease of use by instructors. The learning activities section also suggests speakers, supplemental readings, quiz/test/study questions page numbers from textbooks, individual and group activities, and lists procedures specific to the content. No attempt has been made to determine grades. The policy of individual schools should be followed. Competency based education is based on the concept of mastery of behavioral objectives with sufficient time allotted for the individual to achieve mastery.

The Performance Checklist Index can be found in Appendix B. Appendix C contains the Task Checklist Summary and 61 performance checklists. These procedures are only guides and facility policies and procedures may take precedence. The instructor can review this material and decide:

1. to use the checklists to validate student competency,
2. to adapt the checklists for a specific long-term care facility prior to use,
3. to use skill checklists from another source, or
4. to delete or add to the checklists provided.

Public school instructors are encouraged to review the performance checklists and the task checklist summary with their advisory committees and employers of their graduates prior to use. If the performance checklist and the task checklist summary are used by a program, the instructor may copy and distribute them to students at the beginning of the course. When a skill is introduced and demonstrated, the performance checklist will serve as a review enabling the student to practice the skill in a laboratory setting. When the student is confident in his or her ability to perform the skill, the instructor can observe the return demonstration in the clinical area. Since the goal is competency, and not failure, the instructor can either pass the student or check off the steps that require additional practice. The students will know which steps they need to concentrate on prior to returning the demonstration.

When instructors judge students to be proficient with a particular task, they can date and initial the task checklist summary. Delegating responsibility for the completion of the task checklist summary to students, helps students to plan their work and accept responsibility for their actions, an important goal in their roles as nursing assistants. Every effort should be made to complete all tasks on the checklist summary. At the successful completion of the course, graduates can share this summary with their employers. If a task cannot be completed within the course, employers should assume responsibility for supervising the graduate so that he or she can be deemed competent. Appendix D contains procedures specific to home health aide. These are included with the nursing assisting curriculum because of the close alliance between the two areas of employment.

# Unit 1

## Introduction to Health Care

### Introduction

As a member of the Nursing Department the nurse aide plays an important role in resident care. He or she spends more time in direct contact with the resident, then any other member of the health care team. A knowledge of one's role, function, legal limitations, expected qualities, personal habits and obligations are important to provide quality care. This unit also explores the types, purposes and organizational structure of health care facilities that employ nurse aides.

### Time Schedule

| | | | |
|---|---|---|---|
| Role of the nurse aide | 60 minutes | | |
| Health care facilities | 60 minutes | | |
| *Total Classroom Instruction* | 2 hours | (3 hours) | (6 hours) |

### Lesson Presentation Materials

Facility job description for the nurse aide

Facility organizational chart

Facility mission statement/philosophy

List of facility committees and functions

Facility policy and procedure manuals

Films and video cassettes relevant to the unit

### Terminology

Acute illness
Chart
Chronic illness
Diagnosis
Empathy
Hospice
Job Description
Nursing Care Plan
Observation
Policy
Procedure
Reporting
Scope of Practice
Terminal
Tact

## Unit 1

## Introduction to Health Care

## Terminology Defined

1. **Acute illness** - a sudden illness from which the patient is expected to recover.

2. **Chart** - another name for the residents' record.

3. **Chronic illness** - an illness slow or gradual in onset, for which there is no known cure; the illness can be controlled and complications prevented.

4. **Diagnosis** - the art or method of identifying or recognizing a disease.

5. **Empathy** - intellectual understanding of something in another person that is foreign to one's self.

6. **Hospice** - special facility or arrangement to provide care for terminally ill patients.

7. **Job description** - describes who is to do what.

8. **Patient care plan** - a written guide that gives direction about the care a resident should receive.

9. **Observation** - using the senses of sight, hearing, touch and smell to collect information about the resident.

10. **Policy** - describes what will be done.

11. **Procedure** - describes how something is to be done.

12. **Reporting** - a verbal account of patient care and observations.

13. **Scope of practice** - the extent or range of permissible activities.

14. **Terminal** - final, life ending stage.

15. **Tact** - sensitive to what to do or say to maintain good relations with others or avoid offense.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 1.0 Examine the role of the nurse aide in a nursing care facility. | I. Role of the Nurse Aide | Fasano: P. 27-35 |
| | A. Important in the care of people who are ill and unable to care for themselves | Simmers: P. 26-27 |
| | | Sorrentino: P. 11-13 |
| | B. Assistant to the licensed nurse | Johnson - Pawlson and Goodwin: P. 19-23 |
| | C. Provides physical care and emotional support | Caldwell and Hegner: P. 1-2, 11-12 |
| | D. Contributes to resident's comfort | Hogan and Sorrentino: P. 11-14 |
| | E. Makes observations and reports | |
| | F. Directed and supervised by licensed nurses | Handout: Facility job description for the nurse aide. |
| | G. Works in a variety of settings<br>1. Hospitals<br>2. Long term care facilities<br>3. Rehabilitation centers<br>4. Clinics<br>5. Hospices<br>6. Psychiatric facilities | Have the class divide into small groups and prepare a list of the duties a nurse aide might have in each of the different health care settings. |
| 1.1 Discuss the functions of the nurse aide in providing care to residents. | II. Functions of the Nurse Aide | Hegner workbook: P. 5-7<br>Quiz/Test/Study Questions |
| 1.1.1 Identify fifteen functions of the nurse aide. | A. Help residents with personal needs<br>1. Hygiene<br>2. Safety<br>3. Nutrition<br>4. Exercise<br>5. Elimination<br>6. Mobility<br>7. Communication | Select a personal need area and write a short essay on how the nurse aide could assist with resident care. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Socialization/activities<br>9. Comfort measures<br>10. Restorative procedures | |
| | B. Assist with resident care responsibilities | Hegner and Caldwell: P. 64-70. |
| | 1. Collecting specimens | |
| | 2. Measuring and recording vital signs | Schniedman, et al.: P. 9-15 |
| | 3. Transporting residents<br>4. Environmental cleanliness<br>5. Cleaning and care of equipment<br>6. Isolation precautions<br>7. Fire drills and disaster drills<br>8. Answering call signals<br>9. Observations of resident response to care<br>10. Height/weight<br>11. Intake and output<br>12. Admission and discharge of residents | |
| | III. Legal limitations of the Nurse Aide | |
| 1.2 List four legal limitations for the nurse aide. | A. Do not give medications | Have each member of the class give a consequence of providing care not included within their scope of practice. |
| | B. Do not insert or remove tubes from the residents body | |
| | C. Do not take oral or telephone orders from a physician | |
| | D. Do not do sterile procedures | |
| | E. Do not give information about diagnosis or treatment plans to the resident or their family. | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | F. Do not diagnose, or prescribe treatments or medications for residents | |
| | G. Do not supervise the work of other nurse aides. | |
| | H. Do not agree to do something beyond your scope of practice | Have classmembers decide how they would handle requests for care they are not qualified to give to a resident. |
| | IV. Qualities and Characteristics of the Nurse Aide | |
| *1.3 Describe the personal qualities and characteristics that a nurse aide should display. | A. Cheerful and Enthusiastic | Simmers: P. 35 |
| | B. Responsible | Hogan and Sorrentino: P. 14-15 |
| | C. Considerate | Sorrentino: P. 13-14 |
| | D. Courteous | Badasch and Chesebro: P. 14-15 |
| | E. Cooperative | Hegner and Caldwell: P. 42-51 |
| | F. Dependable | Schniedman, et al.: P. 15 |
| | G. Empathetic | |
| | H. Honest | Write a paragraph about why self-awareness is an important characteristic for the nurse aide. |
| | I. Patient | PSU: "Caring for the Elderly"<br>"The Faces of "A" Wing" |
| | J. Respectful | |
| | K. Trustworthy | |
| | L. Self-awareness | |

| | Objectives | | Course Content | Learning Activities |
|---|---|---|---|---|
| 1.3.1 | Recognize the importance of punctuality and commitment on the job. | | M. Willing to learn | Simmers Workbook: P. 9-10<br>Quiz/Test/Study Questions |
| | | | N. Tactful | |
| | | | O. Competent | |
| | | | P. Committed to job | |
| | | | Q. Punctual | |
| | | V. | Personal Health and Hygiene | |
| 1.4 | Suggest ways for the nurse aide to maintain acceptable personal hygiene and exhibit appropriate dress practices. | | A. Factors that promote good health | Johnson-Pawlson and Goodwin: P. 21 |
| | | | 1. Rest and sleep | |
| | | | 2. Diet | Caldwell and Hegner: P. 15-16 |
| | | | 3. Exercise | |
| | | | 4. Good posture and body mechanics | Hogan and Sorrentino: P. 16-18 |
| | | | 5. Eye examinations | |
| | | | 6. Dental care | Simmers: P. 36-37 |
| | | | 7. Avoidance of drugs, alcohol and cigarettes | Badasch and Chesebro: P. 15-16 |
| | | | B. Personal hygiene practices | Schniedman, et al.: P. 15-16 |
| | | | 1. Taking daily bath or shower | |
| | | | 2. Using deodorants/antiperspirants | |
| | | | 3. Brushing teeth and using mouthwash | |
| | | | 4. Keeping hair clean and neatly styled | |
| | | | 5. Cleaning and maintaining short smooth nails | |
| | | | 6. Washing hands after using bathroom | |
| | | | 7. Wearing clean underwear; socks/stockings daily | |
| | | | 8. Avoiding products having odors that might be offensive to residents | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Professional dress practices<br>1. Uniform clean, pressed and well mended<br>2. Shoes polished and comfortable<br>3. Clean shoe laces<br>4. Stockings without holes/runs<br>5. Limit jewelry to watch and wedding ring<br>6. Wear name tag or photo I.D. tag<br>7. Make up should be worn in moderation<br>8. Avoid strong perfumes/after shave lotions | |
| 1.5 List obligations of the nurse aide as a member of the health care team. | VI. Health Care Team Member Obligations<br>A. Guidelines for working with others<br>1. Know the responsibilities, functions and role expectations listed in your job description<br>2. Display qualities and characteristics befitting a nurse aide<br>3. Be prompt in reporting to work<br>4. Notify the facility of absence ASAP<br>5. Display good health and hygiene practices<br>6. Adhere to facility dress code policy<br>7. Practice ethical and legal actions<br>8. Direct questions about things you don't understand to your charge nurse<br>9. Adhere to the instructions and directions of your charge nurse<br>10. Display pride in your appearance<br>11. Promptly report observations to a licensed nurse<br>12. Make your charge nurse aware of family and patient complaints<br>13. Perform duties in a spirit of cooperation | Sorrentino: P. 19-20<br>Hogan and Sorrentino: P. 20-21, 34<br>Schniedman, et al.: P. 20-21 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 14. Do not waste supplies and equipment<br>15. Adhere to facility rules and regulations<br>16. Be accurate in measuring, recording and reporting<br>17. Notify the nurse when you leave and return to the unit<br>18. Assist other health care workers willingly<br>19. Avoid the use of supplies and equipment belonging to the facility or residents<br>20. Personal problems should not be discussed with residents |  |
| ∞ | B. Resident care conferences<br>1. Assist to develop/revise care plans<br>2. Share care suggestions<br>3. Report observations | Caldwell and Hegner: P. 20<br>Quiz/Test/Study questions<br>Hegner and Caldwell: P. 63-64 |
| *1.6 Explain the necessity for planning work assignments. | VII. Planning Work Assignments<br>A. Work assignments<br>1. Made by licensed nurse<br>2. Based on needs of residents and availability of staff<br>3. Staff works as a team<br>4. Be cooperative and help others when asked<br>5. Never ignore a resident that needs help, is uncomfortable or in danger<br>6. Notify the charge nurse of unfinished assignments<br>7. Answer call bells/lights, even though you are not assigned to that resident | Prepare a list of resident care activities and have the class prioritize the list.<br>Fasano: P. 186-188 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *1.6.1 Identify the need to establish priorities when providing resident care. | 8. Considerations for planning<br>a. workload<br>b. resident condition<br>c. time<br>d. support services assigned<br>B. Establishing priorities for care<br>1. Activities of daily living<br>a meeting hygiene needs<br>b. positioning properly and providing for exercise<br>c. maintaining proper nutrition<br>d. providing for elimination of wastes<br>2. Special procedures<br>a. taking vital signs<br>b. measuring urine<br>c. testing urine<br>3. Support services<br>a. providing drinking water<br>b. delivering and picking up serving trays<br>c. providing clean linen and making beds<br>d. cleaning and caring for equipment<br>4. Documentation<br>a. oral reports<br>b. patient care plans<br>c. residents' record | |
| 1.7 Differentiate between the various types of health care facilities and agencies. | VIII. Health Care Facilities and Agencies<br>A. Long term care facilities (Nursing Homes)<br>1. Provide health care services to individuals unable to care for themselves<br>a. elderly residents<br>b. disabled or handicapped<br>c. individuals with chronic illness | Hogan and Sorrentino: P. 3-7<br>Sorrentino: P. 2-4, 403-405<br>Simmers: P. 6<br>Will and Eighmy: P. 1-4<br>Caldwell and Hegner: P. 7<br>Fasano: P. 6-7<br>Hegner and Caldwell: P. 1-4<br>Schniedman, et al.: P. 1-8 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 2. Services provided<br>a. medical<br>b. nursing<br>c. food<br>d. recreation/religion<br>e. rehabilitation<br>f. social services<br>3. Types of care<br>a. personal/residential<br>b. intermediate<br>c. skilled | Have the class develop a list of health care facilities and agencies located in their community.<br>Students can select a government agency involved with health care and give a short report to the class<br>1. U.S. Public Health Department<br>2. Veterans Administration<br>3. Food and Drug Administration<br>Caldwell and Hegner: P. 4-6<br>Sorrentino: P. 3<br>Simmers: P. 6 |
| | B. Hospitals<br>1. Provide care for individuals of all ages with varied health problems<br>2. Services varied and extensive<br>a. diagnostic<br>b. medical<br>c. surgical<br>d. emergency<br>3. Types of care<br>a. acute<br>b. chronic<br>c. terminal | Badasch and Chesebro: P. 9<br>Fasano: P. 6<br>Review voluntary agencies and how volunteers assist with the nations health care.<br>Hegner Workbook: P. 3-4<br>Quiz/Test/Study Questions |
| | C. Home health agencies<br>1. Provide care in the home for people needing health services, but not hospitalization<br>2. Services provided<br>a. nursing<br>b. physical therapy<br>c. occupational therapy<br>d. speech therapy<br>e. social services<br>f. nutritional and food services<br>g. respiratory therapy<br>h. homemaker services | Badasch and Chesebro: P. 11<br>Fasano: P. 6<br>Caldwell and Hegner: P. 407-417<br>Will and Eighmy: P. 4<br>Sorrentino P. 3, 440-447<br>Simmers P. 8, 12<br>Speaker: Home Health agency representative<br>Simmers Workbook: P. 1-3<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 1.8 Identify the organizational structure of health care facilities. | IX. Health Care Facility Organizational Structure<br>A. Organizational chart<br>1. Displays chain of command<br>2. Shows lines of authority<br>3. Identifies Health Care Worker's position<br>4. Delineates immediate supervisor | Will and Eighmy: P. 3<br>Simmers: P. 10<br>Sorrentino: P. 4-8<br>Hogan and Sorrentino: P. 5-8<br>Schniedman, et al.: P. 3<br>Fasano: P. 9<br>Badasch and Chesebro: P. 12<br>Hegner and Caldwell: P. 24-26 |
| | B. Structure<br>1. Governing body (Board of Directors)<br>a. responsible for provision of safe and adequate care at reasonable cost<br>b. makes facility policies<br>c. delegates management to an administrator | Handout: Facility organizational chart.<br>Handout: Facility mission statement/philosophy<br>Provide list of department heads and services and discuss how the health care team works together. |
| | 2. Administrator<br>a. manages facility<br>b. reports to governing body<br>c. supervises department heads | Hegner and Caldwell: P. 13-21 |
| | 3. Department heads<br>a. specific areas of responsibility<br>b. supervise department staff<br>(1) finance<br>(2) ancillary services<br>(3) nursing | Have the class identify the departments that would need to be contacted if the electricity to an area was interrupted.<br>Review facility committees and functions<br>1. safety<br>2. quality assurance |
| | 4. Medical director<br>a. supervises medical staff activities<br>(1) physicians<br>(2) residents<br>(3) interns | Will and Eighmy: P. 7-9 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Director of nursing<br>a. supervises nursing staff activities<br>b. responsible for safe nursing care<br>c. registered nurse<br>6. Nursing supervisors<br>a. assist director of nursing<br>b. licensed nurse | Badasch and Chesebro Workbook: P. 3-6<br>Quiz/Test/Study Questions |
| | c. assigned areas of responsibility<br>d. specific shift<br>7. Charge nurse<br>a. specific area<br>b. responsible for area patient care | Select a hospital department and discuss how their policies would interrelate with the Nursing Departments policies. |
| | c. supervises area staff<br>(1) registered nurse<br>(2) licensed practical nurse<br>(3) nurse aide | Schniedman, et al.: P. 24<br>Quiz/Test/Study Questions |
| *1.9 Orient students to the nursing care facility | X. Orientation to the Facility | |
| | A. Floor plan with exits<br>B. Directional signs<br>C. Bulletin boards | Kelly workbook (1987): P. 1-4<br>Kelly workbook (1988): P. 1-4<br>Quiz/Test/Study Questions |
| | D. Resident units<br>E. Nursing stations<br>1. Organizational charts<br>2. Posted resident's rights<br>3. Policy and procedure manuals<br>4. Care plans/resident records<br>5. Assignment sheets<br>6. Call system | Tour the facility<br>Develop a scavenger hunt list of things you would like the class to observe during the tour.<br>1. fire extinguishers<br>2. organizational chart<br>3. unit manuals<br>4. exits<br>Caldwell and Hegner: P. 9<br>Quiz/Test/Study questions |

# Unit 2

## Communications

### Introduction

Nurse aides communicate with residents, families, visitors and coworkers. They must frequently send and receive information about the care and observation of residents, report thoughts and feelings as clearly as possible, and interact with others. They need to be aware of nonverbal communications and need to develop skills in communicating with the sensory impaired. The medical record is a legal document and all charting must be in legible, clear and accurate language so that there is no misunderstanding of the meaning.

### Time Schedule

| | | | |
|---|---|---|---|
| Communications | 1.5 hours | | |
| Observation and reporting | .5 hours | | |
| Recording | .5 hours | | |
| Abbreviations and medical terminology | .5 hours | | |
| *Total Classroom Instruction* | 3 hours | (5 hours) | (10 hours) |
| Total Clinical Instruction | 1 hour | (2 hours) | (4 hours) |

### Lesson Presentation Materials

Facility care plan

Facility chart

Graphic sheet

Intake and output sheet

Abbreviations accepted for use in documenting

Facility policies and procedures for charting

Performance Checklist #1 - Documentation on the Resident's Record

Films and video cassettes relevant to the unit

### Terminology

Abbreviation
ADL
Aphasia
Communication
Documentation
Kardex
Legible
Objective data
Paraphrase
Prefix
Rapport
Recording
Reporting
Resident record
Subjective data
Suffix
Root word

## Unit 2

## Communications

### Terminology Defined

1. **Abbreviation** - a shortened form of a word or phrase.
2. **ADL** - activities of daily living.
3. **Aphasia** - inability to express oneself properly through speech, or loss of verbal comprehension.
4. **Communication** - the exchange of information; a message sent is received and interpreted by the intended person.
5. **Documentation** - a written record; substantiating statements.
6. **Kardex** - a type of file containing patient care plans.
7. **Legible** - written in a manner that can be easily read.
8. **Objective data** - information observed about a resident that can be seen, heard, felt, or smelled by another person; signs.
9. **Paraphrase** - repeat a message using different words.
10. **Prefix** - a word element that is placed at the beginning of a word to change the meaning of the word.
11. **Rapport** - a close relationship with another.
12. **Recording** - writing or charting resident care and observations.
13. **Reporting** - a verbal account of resident care and observations.
14. **Resident record** - a written account of the residents' illness and response to the treatment and care given by members of the health care team; commonly referred to as the chart.
15. **Subjective data** - information reported by the resident that the health care worker cannot observe by using the senses; symptoms.
16. **Suffix** - a word element placed at the end of a root word to change the meaning of the word.
17. **Root word** - a root is a word or word element from which other words are formed; foundation of the word that conveys the central meaning and forms the base to which prefixes and suffixes are attached for word modification.

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| 2.0 | Demonstrate appropriate and effective communication skills. | I. Communication Skills<br>A. Elements that influence relationships with others<br>1. Prejudices<br>2. Frustrations<br>3. Attitudes<br>4. Life experiences | Badasch and Chesebro: P. 199-200<br>Have the class identify examples of these elements and discuss ways to handle each of the examples presented. |
| | | B. Requirements for successful communications<br>1. A message<br>2. A sender<br>3. A receiver | Roleplay the process of communication. |
| *2.1 | Describe the importance of developing good listening skills. | C. Listening skills<br>1. Show interest<br>2. Hear the message<br>3. Avoid interrupting<br>4. Ask appropriate questions for clarification | Johnson-Pawlson and Goodwin: P. 79-81<br>Have the class divide into groups of three. Select a sender to give a message (all senders will use the same prepared message) to two receivers. Have the receivers write down what they heard. Follow small group discussions with class discussion. |
| *2.1.1 | Identify five positive listening skills that can be used by the nurse aide. | 5. Be patient and help resident express feelings and concerns<br>6. Avoid distractions<br>7. Note silence between sounds<br>8. Become involved with the message and the resident<br>9. Concentrate and be attentive | Will and Eighmy: P. 16 |
| *2.1.2 | Recognize barriers to effective communications | D. Barriers to effective communications<br>1. Labeling<br>2. Talking too fast<br>3. Avoiding eye contact<br>4. Belittling a resident's feelings<br>5. Physical distance | Badasch and Chesebro: P. 201-202<br>Caldwell and Hegner: P. 103<br>Have the class share past experiences when a communications barrier caused them to end a conversation. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Sensory impairment<br>a. confusion<br>b. blindness<br>c. aphasia<br>d. hearing impairment<br>7. Changing the subject<br>8. Reassuring cliches<br>9. Giving advice<br>10. Ineffective communication<br>a. disguised messages<br>b. conflicting messages<br>c. unclear meanings<br>d. abstractions<br>e. perception | Burnside: P. 196-199<br>Roleplay ways in which sensory impairment can lead to break downs in communication.<br>Burnside: P. 206-207<br>Discuss reassuring cliches i.e. "Everything will be fine, you'll see."<br>Kalman and Waughfield: 136-141<br>Consider abstractions and discuss how the meanings could differ for residents, i.e.<br>1. "The grass is always greener on the other side of the fence."<br>2. "A bird in the hand is worth more than two in the bush." |
| 2.2 Develop effective nonverbal and verbal communications in keeping with the nurse aides role with residents and their families.<br>2.2.1 List four examples of nonverbal communications. | II. Communicating with Residents and Families<br>A. Nonverbal communications<br>1. Body language<br>a. posture<br>b. gestures<br>c. level of activity<br>d. facial expressions<br>e. appearance<br>f. touch<br>B. Verbal communications<br>1. Speak clearly and concisely<br>2. Tone of voice gives message | Simmers: P. 100-102<br>Caldwell and Hegner: P. 102-103<br>Badasch and Chesebro: P. 200-201<br>Milliken: P. 216-231<br>Johnson-Pawlson and Goodwin: P. 80<br>Adams and Jones: P. 1-11<br>Roleplay examples of body language that differ from the verbal message being sent. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Face resident, at eye level, when speaking<br>4. Avoid words having several meanings<br>5. Present thoughts in logical and orderly manner<br>6. Learn to paraphrase<br>7. Types<br>a. person to person<br>b. oral report | Milliken P. 232-246<br>Adams and Jones: P. 12-37<br>Have the class use paraphrasing for a message and discuss their understanding of the message.<br>Schniedman, et al.: P. 34 |
| *2.2.2 Identify proper telephone communication skills. | C. Telephone communications<br>1. Speak clearly in a pleasant tone of voice<br>2. Identify the area, yourself and your position<br>3. Ask, "May I help you?"<br>4. Be courteous<br>5. Messages<br>a. name of individual calling<br>b. phone number (area code)<br>c. read back message for accuracy<br>d. date and time of call<br>e. ask for assistance if you are unable to handle message<br>f. permit the caller to hang up first<br>g. follow proper etiquette | Practice using the telephone to give and receive messages.<br>Schniedman, et al.: P. 40<br>Divide class into groups of three to evaluate telephone use. Class members can take turns being sender, receiver and observer. |
| 2.2.3 Communicate effectively with the resident's family and visitors. | D. Communicating with the residents' family and visitors<br>1. Ask how they are doing<br>2. Indicate that you are glad to see them<br>3. Tell them about activities the resident has been involved with that day<br>4. Be warm and friendly | Johnson-Pawlson and Goodwin: P. 83<br>Schniedman, et al.: P. 37-38<br>Suggest resident activities that would be of interest to family members or visitors.<br>Will and Eighmy: P. 19 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Use talking and listening skills you would use with resident<br>6. Share knowledge about your unit<br>a. visiting hours<br>b. restrictions to visitors<br>c. any restrictions on bringing resident's food<br>d. activities that include family<br>7. Report stressful or tiring visits to charge nurse<br>8. Refer requests for information on the resident's condition to the charge nurse<br>9. Share information from family/ visitors that would affect resident care with the charge nurse<br>10. Report visitor concerns or complaints to the charge nurse | Caldwell and Hegner: P. 104<br>Give examples of information from family members that would affect care of a resident.<br>AJN: "Connecting With your Patient: Nonverbal Communication for the Healthcare Professional"<br>"Peege" |
| *2.3 Describe specific factors that should be considered when communicating with the hearing impaired resident. | E. Factors to consider when communicating with hearing impaired residents<br>1. Encourage resident to use hearing aide<br>2. Speak slowly using simple sentences<br>3. Face resident, at eye level, when speaking<br>4. Allow resident to lip read if that helps<br>5. Lower pitch of your voice<br>6. Direct speech to stronger ear<br>7. Use gestures when possible to clarify statements<br>8. Write when necessary<br>9. Learn some basic signing if interested | Johnson-Pawlson and Goodwin: P. 81<br>Speaker on signing and special equipment available for deaf residents<br>Have the class suggest other factors to add to the list of things to consider when working with the hearing impaired.<br>Hegner and Caldwell: P. 112-113<br>Schniedman, et al.: P. 39-40 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *2.4 Identify factors to consider when communicating with residents with decreased sight. | F. Factors to consider when communicating with the resident with decreased sight<br>1. Speak as you enter room<br>2. Sit where resident can best see you<br>3. Make sure lighting is sufficient<br>4. Allow resident to touch objects and yourself<br>5. Encourage resident to wear glasses if they help<br>6. Use touch and talk frequently to communicate your location<br>7. Encourage resident to use magnifying glass if it helps<br>8. Use descriptive words and phrases<br>9. Make large print materials available | Johnson-Pawlson and Goodwin: P. 81<br>Speaker able to discuss blindness and adaptations that are available for those with loss of sight.<br>Film on sensory deprivation<br>AJN: Gerontological Nursing "Aging: Sensory Losses"<br>PSU: "Sensory Deprivation and the Elderly"<br>"Make a Wish"<br>Hegner and Caldwell: P. 115 |
| *2.5 Consider factors that would assist the resident that has difficulty speaking to communicate. | G. Factors to consider when communicating with residents who have difficulty speaking<br>1. Encourage resident to use hands to point out objects<br>2. Use communication boards/cards<br>3. Repeat what you heard to be sure you understood resident<br>4. Allow resident to cry or express anger/frustration when he/she has trouble<br>5. Ask yes and no questions<br>6. Let other staff know meaning of a sound or movement | Johnson-Pawlson and Goodwin: P. 82<br>Speaker: Speech Therapist<br>Charades may be used to point out the frustration of not being able to speak. The class can explore ways to turn this game into a helping tool for residents who have difficulty speaking. |
| *2.6 Recognize techniques that can be used to help the depressed resident to communicate | H. Communicating with depressed residents<br>1. Exercise patience<br>2. Allow time for resident to say things<br>3. Sit quietly with the resident<br>4. Return repeatedly till resident responds | |

| | Objectives | | Course Content | Learning Activities |
|---|---|---|---|---|
| *2.7 | Identify ways the nurse aide can communicate with residents with memory loss. | I. | Communicating with residents with memory loss<br>1. Encourage resident to talk<br>2. Talk about things resident remembers<br>3. Ask one question at a time containing one thought<br>4. Keep questions simple<br>5. Rephrase questions that are not understood<br>6. Avoid asking resident to make a choice | |
| 2.8 | Communicate with residents according to their stage of development. | J. | Stage of development communications<br>1. Treat all residents with dignity and respect<br>2. Encourage residents to make choices when appropriate<br>3. Use simple sentences<br>4. Emphasize positive qualities<br>5. Do not attempt to exert power over the resident<br>6. Encourage residents to do all they can for themselves<br>7. Be patient<br>8. Take time to explain what resident is to do or what you are going to do for them<br>9. Use age appropriate speech<br>10. Allow residents to express feelings, ideas and frustrations<br>11. Speak clearly and slowly to residents<br>12. Orient residents to reality when appropriate<br>13. Never assume that you aren't heard or understood<br>14. Never address residents as if they are children | Will and Eighmy: P. 17, 319-326<br>Have class members share personal experiences with developmentally disabled.<br>Discuss ways to develop rapport with residents. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 2.9 Observe by using the senses to report resident behavior to the nurse. | III. Observation and Reporting<br>A. Methods of observation<br>1. Sight<br>a. rash<br>b. skin color<br>c. temperature<br>2. Hearing<br>a. wheezing<br>b. moans<br>c. blood pressure<br>3. Touch<br>a. lump<br>b. perspiration<br>c. change in pulse<br>4. Smell<br>a. odor of breath<br>b. odor of wounds<br>B. Reporting<br>1. Reports are made<br>a. promptly<br>b. thoroughly<br>c. accurately<br>2. Use pad and pencil to jot down information for reporting | Caldwell and Hegner: P. 100-102<br>Hegner and Caldwell: P. 33-36<br>Sorrentino: P. 26-29<br>Fasano: P. 37-43<br>Will and Eighmy: P. 82-86<br>Schniedman, et al.: P. 42-49 |
| *2.9.1 Differentiate between objective and subjective data. | 3. Report only facts, not opinions<br>a. objective data<br>b. subjective data<br>4. Observe residents environment and report safety factors | Will and Eighmy: P. 83<br>Role play a situation and have the class report objective and subjective data. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. When reporting consider<br>a. care or treatment given<br>b. time of treatment<br>c. residents response to care<br>d. observations helpful to other health care workers<br>e. information the resident has given that would affect their treatment<br>f. anything unusual about the resident | Badasch and Chesebro: P. 202<br>Practice reporting information in small groups with group members changing roles as nurse aide and charge nurse.<br>Review Basic Observations of the Resident (Hogan and Sorrentino: P. 30-31) |
| *2.10 Identify the ways in which the nurse aide communicates with other staff members. | IV. Communicating with Other Staff Members<br>A. Forms of communicating<br>1. Reporting or communicating orally<br>2. Body language<br>3. Written communications<br>a. patient care plans | Simmers Workbook: P. 60-61<br>Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 105 |
| *2.11 Review information included in the patient care plan. | (1) one for each resident<br>(2) kept at nurse's station<br>(3) working record to provide consistent, well planned care on a daily basis<br>(4) changed and updated as needed<br>(5) Information included<br>(a) residents level of independence in ADL<br>(b) statement of problems<br>(c) short-term and long-term goals<br>(d) plan to attain goals<br>(e) date plan initiated and reevaluated | Have the class sit in on an oral report for an area of the facility.<br>Johnson-Pawlson and Goodwin: P. 27<br>Have the class review a care plan from the nursing care facility.<br>Develop a sheet of information that the class members can use to add to a care plan for practice. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (6) Nurse aides contribute by<br>(a) helping to identify problems<br>(b) offering ways to manage problems<br>(c) attending resident care conferences<br>(d) directing questions about the plan to the charge nurse | Observe a resident care conference and/or role play a conference with facility staff taking part in the event.<br>Johnson-Pawlson and Goodwin: P. 26-27 |
| 2.12 Recognize the importance of maintaining the resident's chart/record. | b. resident's chart<br>(1) includes information from staff of all disciplines providing direct service to residents | Review a facility chart made up on a non-existent resident for teaching purposes. |
| | (2) a record of<br>(a) assessments<br>(b) management plans<br>(c) progress notes<br>(3) permanent legal record | Have the class look up the term accountability and write a paragraph on its importance when charting.<br>AJN: "Accountability and Liability In Nursing Practice" |
| | (4) purpose<br>(a) organizes all information on care in one area<br>(b) accountability so care can be evaluated<br>(c) documentation so there is knowledge of what each discipline is doing | Have class members practice completing information on graphic sheets.<br>Review Intake and Output sheets<br>Review charting policies and procedures for the health care facility. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (5) confidential information available only to health care workers involved in care of resident | Hegner Workbook: P. 31-34<br>Quiz/Test/Study Questions |
| *2.12.1 Review guidelines for charting in the resident's record. | (6) guidelines for charting<br>(a) accurate and easy to read<br>(b) always use ink<br>(c) print unless script is accepted form<br>(d) do not use term resident<br>(e) use short, concise phrases<br>(f) always chart after the event<br>(g) make sure writing is legible and neat<br>(h) use only abbreviations accepted by your facility<br>(i) make sure spelling, grammar and punctuation are correct<br>(j) do not record judgments or your interpretations<br>(k) record in a logical and chronological manner<br>(l) be descriptive<br>(m) make sure all forms added to the chart contain identifying information<br>(n) avoid using words that have more than one meaning | Fasano: P. 41<br>Quiz<br><br>Sorrentino: P. 39-40<br>Quiz/Test/Study Questions<br><br>Hogan and Sorrentino: P. 35-36<br>Quiz/Test/Study Questions<br><br>Caldwell and Hegner: P. 114<br>Badasch and Chesebro: P. 202-203<br>Hogan and Sorrentino: P. 31-33<br>Sorrentino: P. 28-29<br>Hegner and Caldwell: P. 36<br>Will and Eighmy: P. 84-85<br><br>Review guidelines for charting and practice documenting a procedure.<br><br>Will and Eighmy Workbook: P. 50-55<br>Quiz/Test/Study Questions<br><br>Kelly Workbook (1988): P. 5-7<br>Study Questions<br><br>Kelly Workbook (1987): P. 5-6<br>Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (o) use the resident's exact words in quotation marks whenever possible | Caldwell and Hegner: P. 116-117<br>Quiz/Test/Study Questions |
| | (p) always indicate the time of the event<br>(q) leave no blank lines | Hegner and Caldwell: P. 37-38, 119-123<br>Quiz/Test/Study Questions |
| | (r) sign each entry with first initial, last name and title<br>(s) never erase an error; draw a line through the wrong entry, print the word error and your initials | AJN: "Documenting Nursing Practice" |
| 2.13 Document observations using appropriate terms | V. Medical Terminology | |
| | A. Medicine has a language of its own<br>1. Historical development<br>2. Composed mainly of Greek and Latin word parts<br>3. Consistent and uniform | Badasch and Chesebro: P. 69-72<br>Simmers: P. 125-133<br>Sorrentino: P. 33-37, 39<br>Hogan and Sorrentino: P. 37-41, 43-44<br>Hegner and Caldwell: P. 30-33<br>Caldwell and Hegner: P. 77-82<br>Schniedman, et al.: P. 51-67 |
| | B. Three components<br>1. Prefixes<br>2. Root words<br>3. Suffixes<br><br>C. Medical Dictionary<br>1. Used for reference<br>2. Spelling is important | A number of texts exist to assist students to learn medical terminology. Examples include:<br>Cohen: P. 1-396<br>Ehrlich: P. 1-427<br>La Fleur and Stair: P. 1-587<br>Sormunen: P. 1-563<br>Rice: P. 1-367 |

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| *2.14 | Recognize abbreviations used in documenting by the health care facility. | VI. Abbreviations<br>A. Help health care workers communicate quickly and effectively<br>B. Shortened form of words<br>C. Reduced time needed to chart important information<br>D. Conserves space on documents<br>E. Used primarily in written communication | Badasch and Chesebro: P. 67-68<br>Hegner and Caldwell: P. 33<br>Caldwell and Hegner: P. 83-85<br>Practice using abbreviations<br>Fasano: P. 253-254<br>Will and Eighmy: P. 86-87<br>Sorrentino: P. 37-38<br>Hogan and Sorrentino: P. 41-43<br>Secure a list of the abbreviations your health care facility accepts for use in documenting.<br>LaFleur and Stair: P. 557-563<br>Rice: P. 340-346<br>Cohen: P. 393-396<br>Ehrlich: P. 355-378<br>Simmers Workbook: P. 68-75<br>Quiz/Test/Study Questions |
| *2.15 | Demonstrate the ability to document accurate information following the charting practices used by the long-term care facility. | VII. Documentation on the Resident's Record<br>A. Equipment - resident's record, pen for recording, notes you have made on resident for charting<br>B. Procedure<br>1. Check for right resident, right record and right room<br>2. Review each form for identifying information and complete as necessary<br>3. Date and time each entry<br>4. Record care as soon as possible after event. | Demonstration and practice of documentation.<br>Performance Checklist #1<br>Documentation on the Resident's Record |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 5. Use correct color of ink<br>6. Document according to facility policy<br>7. Record entries in proper time sequence<br>8. Make entries brief, objective and accurate<br>9. Spell each word correctly<br>10. Print or write legibly<br>11. Leave no blank spaces or lines between entries<br>12. Sign each entry with first initial, last name and title<br>13. Correct errors according to facility policy<br>14. Place lab reports on proper sheet<br>15. Complete other forms as directed - graphic sheets, intake and output records, diabetic urine testing records, flow sheets<br>16. Use only abbreviations approved for use by the facility | Badasch and Chesebro Workbook: P. 25-28, 108-111<br>Quiz/Test/Study Questions<br>Schniedman, et al.: P. 41<br>Quiz/Test/Study Questions<br>Hegner Workbook: P. 22-26<br>Quiz/Test/Study Questions<br>Kelly Workbook (1988): P. 8-10<br>Study Questions<br>Kelly Workbook (1987): P. 7-8<br>Study Questions |

## Unit 3

## Infection Control

### Introduction

Infection control is one of the most important aspects of environmental safety. As a nurse aide you have the responsibility to understand and follow your facilities infection control policies and procedures. This unit will introduce you to medical asepsis and isolation technique. Preventing the spread of infection is the responsibility of every health care worker.

### Time Schedule

| | | | |
|---|---|---|---|
| Medical asepsis | 1.5 hours | | |
| Isolation technique | .5 hours | | |
| *Total Classroom Instruction* | 2 hours | (3.5 hours) | (7 hours) |
| Total Clinical Instruction | 2 hours | (3 hours) | (6 hours) |

### Lesson Presentation Materials
*(See reverse for Performance Checklists)*

Facility infection control policy and procedure manuals

Universal precautions

Recommendations for prevention of HIV transmission in health care settings

Microscope and slides of microorganisms

Simulated resident unit containing practice equipment, linens, and supplies

Films and video cassettes relevant to the unit

### Terminology

Asepsis
Autoclave
Bacteria
Clean technique
Contaminated
Disinfection
Fomite
Fungi
Isolation
Microorganism
Parasite
Pathogen
Phagocyte
Protozoa
Spore
Sterilize
Virus

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #2 | Handwashing |
| Performance Checklist #3 | Terminal Cleaning of the Resident Unit |
| Performance Checklist #4 | Wearing a Face Mask |
| Performance Checklist #5 | Wearing an Isolation Gown |
| Performance Checklist #6 | Removing Contaminated Disposable Gloves |
| Performance Checklist #7 | Disposing of Equipment from the Isolation Unit |
| Performance Checklist #8 | Specimen Collection in the Isolation Unit |

## Unit 3

## Infection Control

### Terminology Defined

1. **Asepsis** - the absence of pathogens.
2. **Autoclave** - a pressure steam sterilizer.
3. **Bacteria** - microscopic one-celled plant life that multiply rapidly; germs.
4. **Clean technique** - a term for medical asepsis.
5. **Contaminated** - dirty, unclean, soiled with germs.
6. **Disinfection** - the process of destroying most pathogenic organisms.
7. **Fomite** - any object contaminated with germs, and able to transmit disease.
8. **Fungi** - plants that live on other plants or animals.
9. **Isolation** - an area where the resident with easily transmitted diseases is separated from others.
10. **Microorganism** - a small living plant or animal that can only be seen with the aid of a microscope.
11. **Parasite** - an organism that lives within, upon, or at the expense of another organism known as the host.
12. **Pathogen** - a microorganism that is harmful and capable of causing an infection.
13. **Phagocyte** - a cell which has the ability to ingest and destroy bacteria, protozoa, cells and cell debris.
14. **Protozoa** - a microscopic unicellular organism.
15. **Spore** - a dormant form of microbes that become active when conditions are favorable.
16. **Sterilize** - to make free of all mircroorganisms.
17. **Virus** - microorganism that can cause infection and disease.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 3.0 Apply the basic principles of infection control. | I. Infection Transmission<br>A. Microorganisms - germs<br>1. Microscopic<br>2. Surround us | Badasch and Chesebro: P. 153 |
| | a. in air<br>b. on our skin and in our bodies<br>c. in the food that we eat<br>d. on every surface we touch | Use a microscope to show slides of microorganisms or pass around pictures of common microorganisms. |
| | 3. Some germs cause<br>a. illness<br>b. infection | Medcom: "Infection Control Techniques" |
| | c. disease<br>4. Some benefit us by maintaining a balance in our environment and in our body<br>5. Require certain elements to survive<br>a. oxygen - aerobic<br>b. no oxygen - anaerobic<br>c. warm temperatures | Have the class list ways in which nonpathogenic organisms benefit man<br>1. culture milk products<br>2. fermentation<br>3. cause bread to rise<br>4. decomposition of organic materials |
| | d. moisture<br>e. dark area to grow | Medcom: "Principles of Infection Control" |
| | f. food<br>(1) dead tissue - saprophytes<br>(2) living tissue - parasites<br>6. Body defenses<br>a. external natural defenses | Schniedman, et al.: P. 98-104 |
| | (1) skin acts as mechanical barrier | Johnson-Pawlson and Goodwin: P. 190 |
| | (2) mucuous membrane<br>(3) cilia - fine microscopic hairs | Caldwell and Hegner: P. 144 |
| | (4) coughing and sneezing<br>(5) stomach acid - hydrochloric<br>(6) tears | Divide the class into small groups and have each group give a short oral report on one of the various body defenses. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. internal natural defenses<br>(1) phagocytes<br>(2) inflammation<br>(3) fever<br>(4) our immune response | Medcom: "Current Infection Control Guidelines for Healthcare Professionals" |
| 3.1 Identify how diseases are transmitted. | 7. Chain of infection<br>a. causitive agent<br>(1) bacteria<br>(2) viruses<br>(3) fungi<br>(4) protozoa | Caldwell and Hegner: P. 137-140<br>Write a short report and include at least three common diseases caused by each type of biological agent. |
| *3.1.1 List the six components of the chain of infection. | b. reservoir of the agent<br>(1) humans with active cases or that carry disease<br>(2) animals<br>(3) fomites<br>(4) environment | Badasch and Chesebro: P. 154-155<br>Caldwell and Hegner: P. 141-143<br>AJN: "AIDS" |
| | c. portal of entry or exit<br>(1) Entry<br>(a) cuts/breaks in skin<br>(b) openings in mucous membrane<br>(c) cardiovascular system<br>(d) respiratory system<br>(e) gastrointestinal system<br>(f) urinary system<br>(g) reproductive system<br>(h) passed from mother to fetus<br>(2) Exit<br>(a) tears<br>(b) saliva<br>(c) urine<br>(d) feces<br>(e) wound drainage<br>(f) genital and respiratory tract secretions | Relate fomites to the nursing home supplies and discuss the objects that might be involved in the spread of infection.<br>PSU: "Aids: What Everyone Needs to Know"<br>Have class members select a causitive agent and illustrate the chain of infection.<br>Medcom: "AIDS - Part II Infection Control"<br>Handout: Recommendations for Prevention of HIV Transmission in Health-Care Settings<br>Have the class relate the AIDS virus to portals of entry and exit.<br>Caldwell and Hegner: P. 512-513 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. mode of transmission<br>(1) contact<br>(a) direct - person to person<br>(b) indirect - fomite to person<br>(c) droplet - common cold<br>(2) common vehicle - salmonella in food<br>(3) airborne - tuberculosis<br>(4) vectorborne - mosquito harbors malaria parasite<br>e. host - individual who harbors infectuous organisms | Have the class discuss and give examples of the various modes of transmission of disease.<br>AJN: "Infection Control" |
| *3.2 Define medical asepsis. | II. Medical Asepsis | Medcom: "Medical Asepsis" |
| | A. Definition<br>1. Procedure followed to keep germs from being spread from one person to another. | Schniedman, et al.: P. 106 |
| *3.2.1 Identify practices the nurse aide can use to promote medical asepsis. | B. Practices to promote medical asepsis<br>1. Washing hands after use of bathroom<br>2. Washing hands prior to handling food<br>3. Washing fruits and vegetables before serving or consuming<br>4. Providing individual personal care items for each resident<br>5. Covering the nose and mouth prior to coughing, sneezing, blowing nose<br>6. Bathing, washing hair and brushing teeth on a regular basis<br>7. Washing cooking and eating utensils with soap and water after each use<br>8. Adhering to sanitation practices<br>a. proper disposal of garbage and waste materials<br>b. sewage treatment | Sorrentino: P. 117<br>Have the class relate practices to promote medical asepsis to other areas of employment. (teachers, food workers, sales people, etc.) |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Washing hands after caring for each resident<br>10. Washing hands prior to carrying out procedures<br>11. Washing hands before meals<br>12. Cleaning the resident's unit<br>13. Cleaning all reusable equipment after use | Hegner and Caldwell: P. 84 |
| *3.3 Discuss the methods used to kill or control microorganisms. | C. Methods to kill or control microorganisms<br>1. Disinfection<br>a. place small items in boiling water for fifteen minutes<br>b. chemical disinfectants used for cleaning supplies and equipment<br>c. kills most microorganisms, but not spores<br>2. Sterilization<br>a. the process of killing all microorganisms<br>b. autoclave - steam under pressure<br>c. other methods<br>(1) radiation<br>(2) liquid chemicals<br>(3) chemical gas | Will and Eighmy: P. 38<br>Sorrentino: P. 120<br>Hogan and Sorrentino: P. 110-111<br>Caldwell and Hegner: P. 149<br>Have the class differentiate between the terms bacteriostatic and bacteriocidal<br>Tour a central supply department and observe the preparation of equipment to be autoclaved. Ask an employee from that department to explain and demonstrate the use of the autoclave. |
| 3.4 Perform basic cleaning, disinfecting and sterilizing tasks. | 3. Care of supplies and equipment<br>a. central supply<br>b. disposable equipment used once and discarded<br>c. cleaning equipment<br>(1) rinse in cold water to remove organic material<br>(2) wash with soap and hot water | Sorrentino: P. 120<br>Hogan and Sorrentino: P. 110 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (3) scrub with a brush if necessary<br>(4) rinse and dry equipment<br>(5) sterilize or disinfect equipment | Medcom: "Disinfection, Sterilization and Asepsis"<br>Schniedman, et al.: P. 105-106 |
| *3.4.1 Consider other aseptic measures to prevent the spread of infection. | 4. Other aseptic measures<br>(a) equipment and supplies should be held away from your uniform<br>(b) avoid shaking linen<br>(c) damp dust furniture<br>(d) clean from cleanest area to the most soiled area<br>(e) direct cleaning away from your body and uniform<br>(f) pour contaminated liquids into sinks or toilets; avoid splashing<br>(g) do not sit on a resident's bed<br>(h) do not transport equipment from one resident's room to another | Sorrentino: P. 121<br>Hogan and Sorrentino: P. 111-112<br>Have the class differentiate between the terms clean and dirty as they relate to health care.<br>AJN: "Disinfection: The War Against Infection" |
| *3.5 Identify the reasons for washing hands frequently and using good technique. | III. Handwashing Technique<br>A. Equipment<br>1. Sink<br>2. Running water<br>3. Soap dispenser<br>4. Paper towels<br>5. Waste container<br>B. Reasons for handwashing<br>1. Everything you touch contains germs<br>2. Handwashing is one of the most effective ways of controlling infection if done properly<br>3. Prevents cross contamination | Caldwell and Hegner: P. 145-146<br>Hogan and Sorrentino: P. 109-112<br>Sorrentino: P. 117-120<br>Hegner and Caldwell: P. 85<br>Badasch and Chesebro: P. 158<br>Fasano: P. 61<br>Simmers: P. 167-169<br>Will and Eighmy: P. 39<br>Johnson-Pawlson and Goodwin: P 191-192 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Prevents growth and washes away many of the microorganisms on skin | Schniedman, et al.: P. 106-108 |
| | 5. Handwashing must be done prior to and after giving care to a resident | |
| | C. To properly wash your hands you need to follow these rules | Hogan and Sorrentino: P. 109 |
| | 1. Warm running water should be used | Sorrentino: P. 117-118 |
| | 2. Paper towels are used to turn hand operated faucets on and off | |
| | 3. Avoid touching the soap dish when using bar soap | |
| | 4. Hands and forearms are to be held lower than the elbows during the procedure | |
| | 5. Give frequently missed areas added attention | |
| | a. sides of hands | |
| | b. knuckles | |
| | c. thumbs | Kelly Workbook 1988: P. 32-34 |
| | d. little fingers | Quiz/Test/Study Questions |
| | e. under nails | |
| | (1) file or orange stick used for cleaning | Kelly Workbook 1987: P. 35-36<br>Quiz/Test/Study Questions |
| | (2) tips of fingers rubbed against palms | |
| | 6. For handwashing to be effective | |
| | a. use enough soap to produce a lather | Will and Eighmy Workbook: P. 23-29 |
| | b. use friction - vigorous rubbing | Quiz/Test/Study Questions |
| | c. rinse well | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Use a brush to remove resistant substances | Simmers Workbook: P. 108, 110, 117, 119<br>Quiz/Test/Study Questions |
| | 8. Use a lotion after cleaning<br>a. prevents chapping<br>b. prevents dry skin | |
| 3.5.1 Demonstrate handwashing procedure. | D. Handwashing procedure<br>1. Assemble equipment | |
| | 2. Turn faucet on with dry paper-towel<br>3. Adjust water temperature until it is warm | Hegner Workbook: P. 38-42<br>Quiz/Test/Study Questions |
| | 4. Discard paper towel in waste container | Demonstration |
| | 5. Wet hands with the fingertips pointed downward<br>6. Apply soap and use friction | Return demonstration after practice in the skills area. |
| | 7. Lather well, keeping hands lower than elbows | Performance Checklist #2<br>Handwashing |
| | 8. Rub the hands together in a circular motion for one full minute | Sorrentino: P. 122, 372-373<br>Quiz/Test/Study Questions |
| | 9. Clean under your nails by rubbing against palms<br>10. Wash two inches above your wrists<br>11. Rinse the hands with running water | Hogan and Sorrentino: P. 113-114, 393-394<br>Quiz/Test/Study Questions |
| | 12. Dry hands thoroughly with paper towel<br>13. Discard paper towel in waste container | Caldwell and Hegner: P. 151<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 3.6 Demonstrate the procedure for terminal cleaning of the Resident Unit, if required by the facility. | IV. Terminal Cleaning of the Resident Unit<br>A. Equipment - basin/bucket, warm water, cleaning cloths, disinfectant solution, laundry hamper, plastic bags<br>B. Procedure<br>1. Wash your hands<br>2. Assemble equipment<br>3. Remove all disposable material and place it in plastic bags to be thrown away. Bag and label any items that may later be claimed by the resident of family, and give to your charge nurse<br>4. Remove all basic equipment from the bedside stand and clean/disinfect or sterilize according to facility policy<br>5. Wash any special equipment with disinfectant solution and return to the proper area<br>6. Strip soiled linen from the bed and place in the laundry hamper<br>7. Wash plastic cover on mattress and pillow with disinfectant solution<br>8. Wash bed frame with disinfectant solution<br>9. Wash over bed table and bedside stand with disinfectant solution<br>10. Damp dust light fixture, call signal, telephone, chairs and windowsills with disinfectant solution<br>11. Place clean equipment in bedside stand and stock according to facility policy<br>12. Air bed to be sure all moisture has evaporated | Caldwell and Hegner: P. 147-148<br>Demonstration<br>Return demonstration after practice in the skills area.<br>Performance Checklist #3 Terminal Cleaning of the Resident Unit<br>Terminal cleaning may be delegated to the housekeeping department. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 13. Remake bed according to facility procedure<br>14. Place bed in lowest horizontal position<br>15. Place furniture in proper position<br>16. Check call signal, telephone and light bulbs to make sure all are in working order<br>17. Line the wastebasket with a new plastic bag<br>18. Check the side rails on the bed to be sure they are securely attached and leave in down position<br>19. Leave the unit orderly<br>20. Return cleaning supplies to proper area<br>21. Wash hands | |
| 3.7 Review guidelines for the proper handling of linen. | V. Guidelines for Handling Linen<br>A. Hands should be washed prior to touching clean linen<br>B. Clean linen stored only in designated area<br>C. Linens carried away from body--consider uniform contaminated<br>D. Carry only the amount of linen needed into the room<br>E. Linen from a resident's room can't be returned to storage area (clean, unused linen)<br>F. Linen that falls to the floor is considered contaminated and can't be used<br>G. Do not fluff or shake linen--spreads microorganisms<br>H. Place soiled linen in covered containers | Will and Eighmy: P. 40 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Never place<br>a. on floor<br>b. overbed table<br>c. chair<br>2. Soiled linen more contaminated than other areas of room<br>I. Linen containers should be filled loose enough so that they can be tightly closed<br>1. controls odor<br>2. prevents contamination (airborne)<br>J. Hands should be washed after soiled linen is handled | |
| *3.8 40 List three purposes of infection control programs. | VI. Infection Control Programs<br>A. Purpose<br>1. Prevent cross infection<br>2. Prevent reinfection<br>3. Environmental control | Will and Eighmy: P. 37 |
| | B. Infection Control Committee<br>1. Reviews infections<br>2. Recommends policies and procedures to prevent infections<br>3. made up of members from all disciplines<br>4. Monitors the infection control program<br>5. all facilities are required to have an infection control committee | Will and Eighmy: P. 35<br>Ask a member from the infection control committee to speak to the class.<br>Review the infection control manual |

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| 3.9 | Demonstrate proper isolation and safety techniques in care of infectious residents. | VII. Isolation Technique<br>A. Definition - practices that limit the spread of pathogens<br>B. Regular isolation<br>1. isolates the resident to decrease spreading the infection or disease<br>2. Protects other residents, visitors and hospital staff<br>C. Protective isolation<br>1. Protects the resident from others in order to avoid pathogens<br>2. Also called reverse isolation<br>D. Terms to understand<br>1. Clean<br>2. Dirty-contaminated<br>E. Isolation unit<br>1. Resident seperated from others<br>2. Isolation room ideal, private room or semi private room may be used<br>3. Room requires sink with running water<br>4. Room set up to include supplies needed for basic care<br>5. Cabinet, bedside stand or cart placed outside residents door<br>(a) used to store<br>(1) gowns<br>(2) gloves<br>(3) masks<br>(4) plastic bags | Caldwell and Hegner: P. 152-162<br>Simmers: P. 192-198<br>Sorrentino: P. 362-365<br>Hogan and Sorrentino: P. 382-385<br>Hegner and Caldwell: P. 88<br>Badasch and Chesebro: P. 159-166<br>Fasano: P. 59-60<br>Will and Eighmy: P. 41-42<br>Johnson-Pawlson and Goodwin: P. 193<br>Have a class member explain why the terms clean and dirty used in regular isolation take on a different meaning with protective isolation.<br>Sorrentino: P. 363<br>Caldwell and Hegner: P. 162<br>Quiz/Test/Study Questions<br>Simmers Workbook: P. 131-132<br>Quiz/Test/Study Questions<br>Hegner Workbook: P. 43-45<br>Quiz/Test/Study Questions<br>Schniedman, et al.: P. 109-112 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (b) many include isolation signs to be placed on resident's door<br>(1) isolation sign<br>(2) technique being practiced | AJN: "Nosocomial Infection Control: Body Substance Isolation" |
| | F. Types of isolation<br>1. Technique used depends on the pathogenic microorganism<br>2. Technique used depends on way pathogen is spread<br>3. Isolation systems | Caldwell and Hegner: P. 154-157 |
| | a. category - specific isolation precautions<br>(1) seven categories/cards for doors | Simmers: P. 192-194 |
| | (2) color coded for identification | Caldwell and Hegner: P. 153-154 |
| | (3) system groups diseases that require the use of similar precautions | Handout: Universal Precautions<br>Medcom: "Isolation Precautions" |
| | b. disease specific isolation precautions | |
| | (1) considers each disease individually<br>(2) card indicating barrier items placed on door | Schniedman, et al.: 112-121 |
| 3.9.1 Demonstrate isolation procedure for wearing a face mask. | VIII. Wearing a Face Mask<br>A. Equipment - face mask (disposable) | Caldwell and Hegner: P. 158<br>Hogan and Sorrentino: P. 387<br>Sorrentino: P. 367 |
| | B. Procedure | Hegner and Caldwell: P. 91 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Wash your hands<br>2. Pick mask up by upper ties and avoid touching the portion that will cover your face<br>3. Adjust the mask over your nose and mouth<br>4. Place upper strings over ears and tie at back of head in a bow<br>5. Tie lower strings in a bow at back of neck<br>6. Replace mask if it becomes moist or contaminated<br>7. Wash hands prior to removal of mask<br>8. Untie the lower strings<br>9. Untie the upper strings and remove the mask by holding the top strings<br>10. Bring the strings together and discard the mask in the wastebasket<br>11. Wash your hands | Badasch and Chesebro: P. 161-164<br>Schniedman, et al.: P. 121<br>Simmers: P. 194-196<br>Demonstration<br>Return Demonstration after practice in skills area<br>Procedure Checklist #4<br>Wearing a Face Mask |
| 3.9.2 Demonstrate procedure for wearing an isolation gown. | IX. Wearing an Isolation Gown<br>A. Equipment - isolation gown<br>B. Procedure - Putting on an Isolation Gown<br>1. Wash your hands<br>2. Roll uniform sleeves above elbows, if wearing a long-sleeve uniform<br>3. Put on cover gown by slipping arms into sleeves<br>4. Slip fingers under inside neckband and grasp ties in the back<br>5. Tie in bow or fasten velcro strip | Caldwell and Hegner: P. 159<br>Hogan and Sorrentino: P. 385-387<br>Sorrentino: P. 366<br>Hegner and Caldwell: P. 91<br>Badasch and Chesebro: P. 161-164<br>Simmers: P. 194-196<br>Schniedman, et al.: P. 122-124 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Grasp the edges of the gown and pull to back. | Demonstration |
| | 7. Overlap the edges, closing the opening so that the uniform is completely covered | Return demonstration after practice in skills area |
| | 8. Tie waist strings in a bow or fasten velcro strip | Procedure Checklist #5<br>Wearing an Isolation Gown |
| | C. Removing an isolation gown | |
| | 1. Undo the waist strings and loosen the gown | |
| | 2. Wash your hands | |
| | 3. Undo the neck strings | |
| | 4. Slip the fingers of the right hand inside the left cuff without touching the outside of the gown | |
| | 5. Pull gown down over left hand | |
| | 6. Pull the gown down over the right hand, with the gown covered left hand | |
| | 7. Remove the gown by rolling it in a ball, contaminated side inward. | |
| | 8. Dispose of gown in hamper or trash container | |
| | 9. Wash your hands | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 3.9.3 Demonstrate procedure for removing contaminated disposable gloves. | X. Removing Contaminated Disposable Gloves<br>A. Equipment - contaminated disposable gloves<br>B. Procedure<br>1. Place soiled gloved fingers of the dominant hand under the cuff of the glove on the opposite hand<br>2. Use care to touch only the glove<br>3. Pull the glove on the opposite hand down over the fingers until the thumb is exposed<br>4. Put the uncovered thumb inside the cuff of the dominant hand, while allowing the glove covered fingers of the opposite hand to touch only the outside portion of the soiled glove<br>5. Pull the glove down over the dominant hand almost to the fingertips and slip the glove on to the opposite hand<br>6. Using the dominant hand to touch only the inside of the opposite glove, continue to pull the opposite glove over the dominant glove until only the clean surface is exposed<br>7. Follow facility policy for disposal of gloves in proper receptacle<br>8. Wash your hands | Caldwell and Hegner: P. 159-160<br>Hegner and Caldwell: P. 90<br>Simmers: P. 194-196<br>Demonstration<br>Return demonstration after practice in skills area<br>Procedure Checklist #6<br>Removing Contaminated Disposable Gloves |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| 3.9.4 | Demonstrate the procedure for disposing of equipment from the isolation unit. | XI. Disposing of Equipment from the Isolation Unit (double-bagging)<br>A. Equipment - clean bags, isolation labels, tape/ties<br>B. Procedure<br>1. Ask co-worker to stand outside the isolation unit to help<br>2. Gown and enter the isolation unit<br>3. Gather all items to leave the room and place them in clean bags (use seperate bags for dry garbage, wet garbage, glass, linens and equipment to be reprocessed by central supply<br>4. Seal the bags with tape/ties<br>5. Open the door and place each bag in a second bag that is being held by the co-worker outside the room<br>6. Ask your co-worker to seal the clean bags securely with tape/ties<br>7. Use correct procedure for removing gown, mask and gloves<br>8. Wash hands<br>9. Label isolation bags properly and take to appropriate place according to facility policy | Caldwell and Hegner: P. 160-161<br>Hogan and Sorrentino: P. 389-390<br>Sorrentino: P. 369-370<br>Hegner and Caldwell: P. 92<br>Badasch and Chesebro: P. 164-165<br>Simmers: P. 196-198<br>Demonstration<br>Return demonstration after practice in skills area<br>Procedure Checklist #7<br>Disposing of Equipment from the Isolation Unit<br>Schniedman, et al.: P. 123<br>Badasch and Chesebro Workbook: P. 87-92<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 3.9.5 Demonstrate the procedure for specimen collection (urine, feces sputum, vomitus) in the isolation unit. | XII. Specimen Collection in the Isolation Unit<br>A. Equipment - specimen container, clean paper towels<br>B. Procedure<br>1. Check physician's order<br>2. Assemble equipment<br>3. Identify the resident<br>4. Wash hands<br>5. Explain the procedure to the resident<br>6. Gown according to type of isolation<br>7. Place specimen container on clean paper towel<br>8. Collect the specimen<br>9. Cover specimen and label<br>10. Remove isolation garb<br>11. Wash your hands<br>12. Pick up specimen container, using a clean paper towel, and place in a clear plastic bag for transport<br>13. Wash your hands<br>14. Transport specimen to appropriate area<br>15. Report your actions and any unusual observations. Document according to facility policy | Caldwell and Hegner: P. 161<br>Hogan and Sorrentino: P. 392<br>Sorrentino: P. 371<br>Hegner and Caldwell: P. 92<br>Demonstration<br>Return demonstration after practice in skills area<br>Performance Checklist #8 Specimen Collection in the Isolation Unit<br>Schniedman, et al.: P. 126<br>Quiz/Test/Study Questions |

## Unit 4

## Emergency and Disaster Procedures

### Introduction

Personal safety and the well-being of residents is a vital component of the health care system. If safety rules are ignored, you or another individual could be seriously injured or die. This unit explores general safety rules, safety measures that prevent accidents, fire safety and prevention, disaster plans, the use of protective devices and your responsibility in emergency situations. In or out of the health care facility, the health care worker is expected to respond immediately and effectively to illness, injury and life threatening circumstances.

### Time Schedule

| | | | |
|---|---|---|---|
| General and resident safety | 1 hour | | |
| Fire safety and disasters | 1 hour | | |
| Assisting with emergencies | 1 hour | | |
| *Total Classroom Instruction* | 3 hours | (5 hours) | (10 hours) |
| Total Clinical Instruction | 2 hours | (3 hours) | (6 hours) |

### Lesson Presentation Materials
*(See reverse for Performance Checklists)*

Facility fire drill policies and procedures

Facility disaster plan

Facility policy on smoking

Facility policies and procedures for oxygen use

Protective devices

Simulated resident unit containing practice equipment, linens and supplies

Films and video cassettes relevant to the unit

### Vocabulary

Abrasion

Contusion

Convulsion

Cardiopulmonary resuscitation (CPR)

Dementia

Disoriented

Evacuation

Fracture

Heimlich maneuver

Hemorrhage

Laceration

Malfunction

Puncture

Restraint

Seizure

Shock

Splint

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #9 | Applying Wrist and Ankle Restraints |
| Performance Checklist #10 | Applying Mitt Restraints |
| Performance Checklist #11 | Applying a Jacket Restraint |
| Performance Checklist #12 | Applying a Safety Belt |

## Unit 4

## Emergency and Disaster Procedures

### Terminology Defined

1. **Abrasion** - a scrape on the skin.
2. **Contusion** - an injury in which the skin is not broken.
3. **Convulsion** - violent and sudden contractions or tremors of muscles.
4. **Cardiopulmonary resuscitation (CPR)** - combines the techniques of artificial respiration and cardiac stimulation to restore circulation.
5. **Dementia** - progressive mental deterioration due to organic brain disease.
6. **Disoriented** - confused about time, place and person or objects.
7. **Evacuation** - to remove from a dangerous area.
8. **Fracture** - a break in the continuity of bone.
9. **Heimlich Maneuver** - a forceful upward thrust on the abdomen, between the sternum and the naval.
10. **Hemorrhage** - a large amount of bleeding.
11. **Laceration** - a wound or a tear of the skin.
12. **Malfunction** - equipment that is not working as it is supposed to work.
13. **Puncture** - to make a hole or perforate.
14. **Restraint** - device used to keep a resident from injuring himself or others.
15. **Seizure** - involuntary muscle contraction and relaxation.
16. **Shock** - decreased blood flow in the body, which may cause death.
17. **Splint** - a firm object used to support an unstable body part.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 4.0 Assist with basic emergency procedures. | I. Basic Emergency Procedures<br>A. General safety rules<br>1. Walk in halls and on stairs, never run | Badasch and Chesebro: P. 167-168 |
| 4.1 Adhere to general safety rules. | 2. Keep to the right-hand side of the hall<br>3. Approach swinging doors with caution | |
| *4.1.1 List ten rules of general safety. | 4. Use handrails going up and down stairs<br>5. Keep handrails in halls and on stairs free of obstacles<br>6. Check labels on all containers prior to using contents<br>7. Wipe up spilled liquids<br>8. Pick up litter and place it in the proper container<br>9. Follow instructions of your charge nurse for resident care<br>10. Report shocks and injuries promptly<br>11. Avoid use of damaged or frayed electrical cords<br>12. Ask for an explanation of things you don't understand<br>13. Elevate side rails for residents at risk of falling<br>14. Check linen for personal items contained in folds prior to sending it to be laundered<br>15. Avoid the use of malfunctioning equipment<br>16. Unsafe conditions should be reported when noticed | Review the general safety rules and have the class relate these to home as well as the health care facility.<br>Discuss students personal experiences with accidents and consider the general safety rules that may have prevented the accident.<br>Schniedman, et al.: P. 70-74<br>Show the class a "Mr. Yuk" sticker and ask if this precaution is used in the home.<br>Medcom: "Using Electrical Equipment" |
| *4.2 Recognize factors that increase the residents risk of injury. | B. Resident safety<br>1. Factors that increase the resident's risk of injury | Hogan and Sorrentino: P. 90-91<br>Sorrentino: P. 98-100<br>Hegner and Caldwell: P. 73-75 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | a. age - most elderly<br>(1) decreased strength<br>(2) slower movement<br>(3) unsteady, difficulty maintaining balance<br>(4) tremors may affect balance | Review accidents that have occurred with elderly members of the student's family and relate them to the aging process. |
| | b. awareness of surroundings<br>(1) some totally unaware<br>(a) unconscious<br>(b) coma<br>(2) some suffer from dementia<br>(a) confused<br>(b) disoriented | Discuss why safety factors are often the reason for elderly individuals being admitted to a long-term care facility. |
| | c. vision<br>(1) decreased - difficulty seeing objects<br>(2) in danger of falling or tripping<br>(3) difficulty reading labels or containers | Simulate vision changes by having the student attempt a task while wearing glasses covered with wax paper. |
| | d. hearing impaired<br>(1) may not hear warning signals or alarms<br>(2) may not hear approaching equipment | |
| | e. smell and touch<br>(1) reduced smell - unaware of smoke or gas fumes<br>(2) reduced sense of touch - easily burned<br>(3) decreased sensitivity to heat and cold | Consider the many accidents that could occur due to a decreased sensitivity to hot and cold temperatures and objects. |
| | f. inability to move independently<br>(1) crippling diseases<br>(2) arthritis<br>(3) paralysis | |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| *4.2.1 | List four effects of medications that could cause the resident to have an accident. | g. medications<br>(1) can affect balance<br>(2) reduce awareness<br>(3) cause confusion/disorientation<br>(4) cause drowsiness<br>(5) affect coordination<br>(6) make fearful and uncooperative | Have the class share their own experiences with side effects from medications. |
| 4.3 | Identify safety measures that prevent accidents to residents. | II. Safety Measures that Prevent Accidents<br>A. Preventing Falls | Will and Eighmy: P. 24 |
| | | 1. Falls account for 70% of accidents in health care facilities<br>2. Answer call signals promptly<br>3. Follow facility policy for use of siderails<br>4. Keep frequently used articles within reach of resident | Discuss why accidents could occur when call signals are ignored. |
| | | 5. Lock brakes on movable equipment<br>a. wheel chairs<br>b. stretchers<br>c. beds<br>d. commodes | Relate falls to the residents dress practices, considering length of clothing, the way shoes/slippers fit and shoes with laces. |
| | | 6. Properly positioning residents<br>a. bed<br>b. wheel chair<br>7. Using seat belts and soft protective vests when necessary. | Differentiate between abrasions, contusions, lacerations and puncture wounds.<br>AJN: "Safety and Accident Prevention: Everyone's Responsibility" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Report observations to supervisor that lead you to believe a resident is prone to falling | Suggest some observations that would lead you to believe that a resident is prone to falling. |
| | 9. Report any facility structure hazards<br>a. frayed carpeting<br>b. loose or broken side rails<br>c. lights that don't work | List additional facility structure hazards that could lead to accidents. |
| | 10. Report broken or malfunctioning equipment promptly | Have class members prepare a short report on fractures and the use of splints. |
| | B. Preventing Burns<br>1. Second most common hazard to residents | Differentiate between first, second and third degree burns. Discuss how each would be treated. |
| | 2. Check $H_2O$ temperature in bath or shower with bath thermometer | Suggest several medications that may lead to sunburns if precautions aren't taken. |
| | 3. Report areas where water temperature seems too hot | |
| | 4. Monitor smoking practices | Hegner and Caldwell: P. 74 |
| | 5. Provide assistance at mealtime to prevent spilling hot liquids | Will and Eighmy: P. 25 |
| | 6. Use facility equipment according to written policies | Hogan and Sorrentino: P. 92 |
| | 7. Monitor use of electrical appliances used by resident | Discuss where toxic products are stored in your home. |
| | 8. Avoid overexposure to sunlight | Schniedman, et al.: P. 93-94 |
| | C. Toxic products - poisoning<br>1. Stored in locked cabinet | |
| | 2. Stored away from resident areas | Discuss "Right to Know Act." |
| | 3. Never left where residents might ingest them<br>4. Identifying labels required on all containers<br>5. Never use an unlabeled substance | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | D. Identifying residents<br>1. Appropriate care to right resident<br>2. Identification bracelets<br>3. Call resident by name<br>4. I.D. systems that involve photographs<br>5. Care to wrong resident can threaten life | Hogan and Sorrentino: P. 91-92<br>Discuss your responsibility if you give a specific type of care to the wrong resident. |
| | E. Suffocation<br>1. Encourage residents to use their dentures when eating<br>2. Assist residents to cut food into small pieces<br>3. Report difficulty in swallowing<br>4. Residents should not be left unattended in bath tub<br>5. Immediately transport residents from areas where you notice smoke or gas fumes<br>6. Restraints should be properly applied and checked frequently | Hogan and Sorrentino: P. 92-93<br>Consider the type of accidents that could occur if a resident was left unattended in a bath tub. |
| | F. Prevent the spread of microorganisms<br>1. Wash hands before and after resident care<br>2. Use aseptic technique | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | G. Preventing other injuries | Will and Eighmy: P. 25 |
| | 1. Moving equipment around corners with caution | Hogan and Sorrentino: P. 94 |
| | 2. Be careful of feet when transporting residents in wheelchairs | Sorrentino: P. 103 |
| | 3. Monitor residents who wander away | |
| | 4. Follow instructions when providing care | Discuss the use of incident reports in your facility |
| | 5. Keep resident's bed in lowest position except when giving bedside care | Schniedman, et al.: P. 22-24 |
| | 6. Use night lights in resident rooms | Discuss the advantages of using night lights in resident rooms. |
| | 7. Have residents wear shoes/slippers with non-skid soles | |
| | 8. Crutches, canes and walkers should be fitted with non-skid tips | |
| | 9. Call signal should always be within easy reach of the resident | Hegner Workbook: P. 46-48<br>Quiz/Test/Study Questions |
| | 10. Report immediately any observations indicating the resident is a danger to himself or others | Fasano: P. 84-85<br>Quiz |
| *4.4 Identify and discuss the safety precautions to be considered when using protective devices. | III. Protective Devices - Restraints | Hogan and Sorrentino: P. 94-95 |
| | A. May be ordered by the physician to prevent accidents | Sorrentino: P. 103 |
| | B. Made of linen or leather | |
| | C. Applied to chest, waist, wrists, hands or ankles | Schniedman, et al.: P. 82-83 |
| | D. Reasons for use | |
| | 1. Prevent resident from falling from bed, wheelchair, stretcher | Discuss your feelings about protective restraints |
| | 2. Prevent crawling over side rails or foot of bed | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 3. Prevent resident from interfering with therapies<br>4. Prevent residents from harming themselves or others |  |
| *4.4.1 List four considerations that would be important when using restraints. | E. Considerations when using restraints<br>1. Used to protect residents and not to aid staff<br>2. Restraints require a physician's order<br>3. Need for restraint should be apparent (unnecessary use--false imprisonment)<br>4. Staff must provide for the restrained resident's basic needs<br>5. Secure enough help to apply restraints quickly in order to avoid injury<br>6. Attempt to calm agitated residents in restraints with reassurance<br>7. Change position and release restraints, for 10 minutes, every 2 hours | Hogan and Sorrentino: P. 95<br>Sorrentino: P. 103-104 |
|  | F. Safety measures for restrained residents<br>1. Check on resident frequently<br>2. Apply restraints only after you have received instruction in its use<br>3. Protect bony areas and skin by padding them prior to applying a restraint<br>4. Adjust restraint so that it allows some movement but is secure enough to protect the resident<br>5. Resident should be able to breathe easily in a chest restraint | Hogan and Sorrentino: P. 95-96<br>Sorrentino: P. 104 |

Objectives | Course Content | Learning Activities

6. Check circulation every 15 minutes for wrist and ankle restraints
   a) check pulse below restraint
   b) fingers/toes warm and pink
7. Use a square knot to tie the restraint
8. Secure restraints to bed frame, not to side rails.
9. Notify the charge nurse promptly
   a. when unable to detect a pulse
   b. when fingers/toes are cold, pale or blue in color
   c. if resident complains of pain, discomfort, numbness, or tingling in restrained part
   d. when skin appears red or damaged
10. Carry scissors in pocket to cut restraints if necessary
11. Remove restraints for 10 minutes and reposition resident every two hours
12. Be sure resident receives food and fluids when restrained
13. Keep call signal within residents reach

G. Reporting and recording restraints should include:
   1. The type of restraint
      a. wrist
      b. ankle
      c. mitt
      d. jacket
      e. safety belt
   2. The time the restraint was applied
   3. The time restraint removed from resident

Kelly Workbook (1987): P. 31-33
Quiz/Test/Study Questions

Kelly Workbook (1988): P. 29-31
Quiz/Test/Study Questions

Hogan and Sorrentino: P. 96

Will and Eighmy: P. 28

Sorrentino: P. 104

Practice charting on a make believe resident that was placed in a restraint. Separate into small groups and review the charting of each group member.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. The color and condition of the skin<br>5. The pulse rate in the restrained extremity<br>6. Any resident complaints about the restrained part<br>7. Red or injured skin areas<br>8. Nursing care provided | |
| 4.4.2 Demonstrate the application of wrist and ankle restraints. | IV. Applying Wrist and Ankle Restraints<br>A. Equipment - thick gauze pad, bandage roll of gauze, tape | Hogan and Sorrentino: P. 96-97<br>Sorrentino: P. 105-106 |
| | B. Procedure<br>1. Check the physician's order<br>2. Wash your hands<br>3. Assemble equipment<br>4. Identify the resident<br>5. Provide privacy<br>6. Explain what you are going to do<br>7. Position resident comfortably and in good body alignment<br>8. Pad the wrist or ankle with gauze pad and tape it securely (not too tight)<br>9. Make a clove hitch from the roll of gauze bandage and apply to the wrist or ankle.<br>10. Tie ends to the bed frame using a square knot<br>11. Check the pulse, color and temperature of the restrained extremity every 15 minutes<br>12. Place the call signal within the residents reach, or check on the resident frequently | Demonstration<br>Return demonstration after practice in skills area.<br>Performance Checklist #9<br>Applying Wrist and Ankle Restraints<br>Practice using the types of wrist and ankle restraints available in your facility. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 13. Wash your hands<br>14. Report the procedure, and record your action following facility policy<br>15. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint | |
| 4.4.3 Demonstrate the application of mitt restraints. | V. Applying Mitt Restraints<br>A. Equipment - two mitt restraints, two washcloths, tape | Hogan and Sorrentino: P. 98-99<br>Sorrentino: P. 106-107 |
| | B. Procedure<br>1. Check the physician's order<br>2. Wash your hands<br>3. Assemble equipment<br>4. Identify the resident<br>5. Provide privacy<br>6. Explain what you are going to do<br>7. Check to be sure the resident's hands are clean and dry<br>8. Make handrolls from washcloths and give to resident to grasp<br>9. Apply the mitt restraints<br>10. Tie the straps to the bed frame using a square knot<br>11. Check resident frequently, as restraint will prevent use of call signal<br>12. Wash your hands<br>13. Report the procedure and record your action following facility policy<br>14. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint | Demonstration<br>Return demonstration after practice in skills area<br>Performance Checklist #10 Applying Mitt Restraints |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 4.4.4 Demonstrate the application of a jacket restraint. | VI. Applying a Jacket Restraint<br>A. Equipment - jacket restraint in appropriate size<br>B. Procedure<br>1. Check the physician's order<br>2. Request assistance if needed<br>3. Wash your hands<br>4. Assemble equipment<br>5. Identify the resident<br>6. Provide privacy<br>7. Explain what you are going to do<br>8. Assist the resident to a sitting position, if the resident is in bed<br>9. Put the resident's arms through the arm holes of the jacket restraint and cross the vest in the front<br>10. Check the restraint to be sure it is free of wrinkles<br>11. Assist the resident to lie down, if the resident is in bed<br>12. Put the ties through the jacket slots<br>13. Position resident comfortably and in good body alignment (In bed or chair)<br>14. Tie the straps to the bed frame or wheelchair using a square knot<br>15. Place the call signal within the residents reach<br>16. Wash your hands<br>17. Report the procedure, and record your action following facility policy<br>18. Remove the restraint for 10 minutes every two hours and allow the resident to exercise prior to reapplication of the restraint | Hogan and Sorrentino: P. 99<br>Sorrentino: P. 107-108<br>Demonstration<br>Return demonstration after practice in the skills area<br>Performance Checklist #11 Applying a Jacket Restraint |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 4.4.5 Demonstrate the application of a safety belt | VII. Applying a Safety Belt<br>A. Equipment - safety belt in appropriate size<br>B. Procedure<br>1. Check the physician's order<br>2. Request assistance if needed<br>3. Wash your hands<br>4. Assemble equipment<br>5. Identify the resident<br>6. Provide privacy<br>7. Explain what you are going to do<br>8. Assist the resident to a sitting position, if the resident is in bed<br>9. Place the belt around the front of the residents waist, passing the ties across the back<br>10. Check the restraint to be sure it is free of wrinkles<br>11. Put the ties through the belt slots<br>12. Assist the resident to lie down, if the resident is in bed<br>13. Position resident comfortably and in good body alignment (In bed or chair)<br>14. Tie the straps to the bed frame or wheelchair using a square knot<br>15. Place the call signal within the residents reach<br>16. Wash your hands<br>17. Report the procedure and record your action following facility policy<br>18. Remove the restraint for 10 minutes every two hours and allow the resident to exercise prior to reapplication of the restraint | Hogan and Sorrentino: P. 100<br>Sorrentino: P. 108-109<br>Demonstration<br>Return demonstration after practice in the skills area<br>Performance Checklist #12 Applying a Safety Belt |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 4.5 Practice good personal body mechanics. | VIII. Body Mechanics | Fasano: P. 44-51 |
| | A. Definition - the coordination of body alignment, balance and movement | Will and Eighmy: P 28-30 |
| | B. Job requires lifting, moving and carrying residents and objects | Badasch and Chesebro: P. 174-176<br>Hegner and Caldwell: P. 56-58 |
| | C. Purpose of good body mechanics<br>1. Maximize strength<br>2. Minimize fatigue<br>3. Avoid muscle strain and injury<br>4. Resident safety | Simmers: P. 142<br>Hogan and Sorrentino: P. 116-118<br>Schniedman, et al.: P. 208-211 |
| 4.5.1 List ten guidelines for good body mechanics.<br>4.5.2 Discuss and define the center of gravity. | D. Guidelines for good body mechanics<br>1. Stoop, do not bend<br>2. Lift firmly and smoothly after you size up the load<br>3. Use the center of gravity in carrying a load<br>4. Keep your back straight<br>5. Bend at hip and knees and get close to the load prior to lifting<br>6. Grip objects firmly with both hands<br>7. Lift by pushing up with strong leg muscles<br>8. If an object or resident appears too heavy, get help<br>9. Keep feet apart to provide a wide base of support<br>10. Pivot or turn with your feet | Notice the difference in your balance when you stand on one foot, when you stand with both feet close together, and when you stand with feet apart for a wide base of support.<br>AJN: "Back Talk"<br>Medcom: "How to Work All Day Without Hurting your Back" |

| | Objectives | | Course Content | Learning Activities |
|---|---|---|---|---|
| | | | 11. Use short steps to turn<br>12. Turn your entire body without twisting your back and neck<br>13. Pull or push when possible instead of lifting<br>14. Use your body weight to help push or pull<br>15. When reaching for an object, evaluate the distance<br>16. Face in the direction you are working to prevent twisting<br>17. Adjust beds to waist level when giving resident care<br>18. Hold heavy objects close to your body<br>19. Be sure your body is in good alignment<br>20. Use strongest muscle groups to lift<br>a. shoulders<br>b. upper arms<br>c. hips<br>d. thighs | Badasch and Chesebro Workbook: P. 97-98<br>Quiz/Test/Study Questions |
| 4.6 | Identify and discuss fire safety activities and potential fire hazards. | IX. | Fire Safety and Prevention<br>A. Fire safety<br>1. Everyone is responsible for preventing fires<br>2. If a fire occurs, know what to do<br>3. Major fire hazards<br>a. faulty electrical equipment and wiring<br>b. overloaded electrical circuits<br>c. plugs not properly grounded | Johnson-Pawlson and Goodwin: P. 185-187<br>Caldwell and Hegner: P. 170-172<br>Sorrentino: P. 111-112<br>Hegner and Caldwell: P. 77-79<br>Badasch and Chesebro: P. 172-173<br>Will and Eighmy: P. 30-33<br>Hogan and Sorrentino: P. 102-103 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. clutter - papers/rags | Fasano: P. 80-81 |
| | e. unsafe practices when oxygen is in use | Simmers: P. 146-148 |
| | f. smoking | |
| | g. spontaneous ignition | Schniedman, et al.: P. 78-82 |
| | 4. Elements necessary to start a fire | |
| | a. fuel - material that will burn | Relate the elements necessary to start a fire to actual fires that have taken place in the community. |
| | b. heat - flame or spark | |
| | c. oxygen | |
| | 5. Fire safety activities | |
| | a. locate and learn | Speaker: Fire inspector or fire chief to address all aspects of fire safety. |
| | (1) escape routes | |
| | (2) the use of all fire control equipment | Review facility floor plan and locate fire control equipment. |
| | (a) fire escapes | |
| | (b) fire doors | |
| | (c) sprinkler system controls | Role play reporting a fire. |
| | (d) fire extinguishers | |
| | (3) fire drill procedures | PSU: "Hospitals Don't Burn Down" |
| | b. be aware of all fire hazards and report them immediately | |
| | B. Fire prevention | |
| | 1. Watch for frayed electrical wires | |
| | 2. Avoid overloading circuits | Have the class select a topic from the major fire hazards and prepare a short oral report on how the hazard could be prevented. |
| | 3. Use three prong grounded plugs | |
| | 4. Avoid the use of extension cords | |
| | 5. Control clutter | |
| | 6. Dispose properly of rags | |
| | 7. Ashtrays should be emptied in metal containers | PSU: "Hospital Safety" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Wastebaskets should be emptied in proper receptacles<br>9. Report odors of smoke or burning<br>10. Keep fire exits clear<br>11. Control smoking practices<br>a. limited to specific areas<br>b. never allow smoking in bed<br>c. large ashtrays available<br>d. observe use of matches/lighters<br>e. some residents require direct supervision when smoking | Write a paragraph on smoking practices and what the nurse aide can do to prevent these practices from turning into a fire.<br>Review facility policy on smoking |
| *4.7 Discuss the precautions that should be taken when oxygen is in use. | C. Oxygen precautions<br>1. No open flames or smoking in area<br>2. Remove flammable liquids from area<br>3. Avoid use of electrical equipment in area<br>4. Post "Oxygen in Use" sign<br>5. Remove cigarettes and matches from the room<br>6. Use cotton blankets and clothing<br>7. Avoid the use of wool and synthetic fabrics that cause static electricity | Review facility policy and procedures for oxygen use.<br>Discuss oxygen precautions listed and others the class may suggest.<br>Schniedman, et al.: P. 74-77 |
| | D. In the event of a fire<br>1. Keep calm<br>2. Move residents to safety<br>3. Sound the alarm<br>4. Follow the evacuation plan<br>5. Close all windows and doors<br>6. Shut off air conditioning<br>7. Shut off oxygen<br>8. Shut off lights<br>9. Avoid use of elevators | Review how a fire would be handled in your facility.<br>Suggest that the facility plan a fire drill and have the class take part in the drill.<br>Simmers Workbook: P. 80-84<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | E. Use of a fire extinguisher<br>1. Carry upright<br>2. Remove safety pin<br>3. Push handle down<br>4. Direct hose at base of fire | Have the fire department demonstrate the proper use of fire extinguishers, and allow the class to use the equipment if possible. |
| 4.8 Review and follow disaster procedures and plans for the health care facility. | X. Disaster Plans | Sorrentino: P. 113 |
| | A. Disaster - type of catastrophe<br>1. Natural origin<br>a. flood<br>b. earthquake<br>c. hurricane-tornado | Will and Eighmy: P. 34<br>Hogan and Sorrentino: P. 104<br>Sorrentino: P. 114 Quiz/Test/Study Questions |
| | 2. Human disasters<br>a. airplane/bus/train accidents<br>b. explosions<br>c. nuclear waste accidents | List potential disasters that could occur in your community. |
| | B. Facilities required to have disaster plans | |
| | C. Responsibilities in a disaster<br>1. Remove residents from immediate danger<br>2. Report to facility and follow directions for your role<br>3. Know your facilities disaster plan<br>4. Assist with evacuation<br>5. Help remove and secure equipment, supplies and records<br>6. Think before you act, don't waste time<br>7. Remain calm<br>8. Carry out responsibilities in a confident manner | Speaker on disaster preparedness<br>Select a potential disaster and have the class outline how it could be handled in their facility and community.<br>Discuss why it might be important for employees, off duty, to respond to a disaster at their facility.<br>Medcom: "Disaster Preparedness" |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| 4.9 | Discuss the emergency treatment of a resident that is choking. | XI. Treating the Choking Resident<br>A. Causes of choking<br>1. Occurs when the throat is blocked or closed up and air can't get to the airway<br>2. Victim can't breathe or speak | Caldwell and Hegner: P. 579-580 |
| 4.9.1 | Assist with cleaning an obstructed airway. | B. Airway blocked by<br>1. Food<br>2. Blood<br>3. Foreign objects<br>4. Vomitus | PSU: "Choking: To Save a Life" |
| | | C. Tilting the head back may clear the airway since this pulls the tongue forward. | Hogan and Sorrentino: P. 104-105<br>Quiz/Test/Study Questions |
| | | D. If victim is coughing, do not intervene<br>1. Stay near<br>2. Encourage coughing<br>3. Coughing most effective way to dislodge obstructions | |
| | | E. Signals of a complete blockage<br>1. Unable to speak<br>2. High pitched sounds with inhalation<br>3. Grasping the throat - distress signal | |
| | | F. Heimlich maneuver - conscious victim<br>1. Stand in back of and to the side of the victim<br>2. Wrap arms around victims waist<br>3. Clench fist, keeping thumb straight<br>4. Place clenched fist, thumb side in, against abdomen between naval and tip of sternum | Hegner and Caldwell: P. 79-81<br>Badasch and Chesebro: P. 180-181<br>Fasano: P. 166-168<br>Johnson-Pawlson and Goodwin: P. 170-171 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Grasp clenched fist with opposite hand | Demonstrate the Heimlich Maneuver |
| | 6. Push victim's abdomen forcefully with quick upward thrusts | Return demonstration of the Heimlich Maneuver. |
| | 7. Repeat until foreign object is removed, victim starts to cough, or becomes unconscious | |
| | G. Chest thrusts for obese residents<br>1. Stand behind victim | Discuss the reason for chest thrusts instead of abdominal thrusts for obese residents. |
| | 2. Place arms around victim directly under armpits | Caldwell and Hegner: P. 579-580 |
| | 3. Form fist and place thumbside of fist against breastbone, level with armpits | |
| | 4. Grasp fist in opposite hand and administer thrusts, pulling straight back toward you | |
| | H. Unconscious victim with obstructed airway | Badasch and Chesebro: P. 181 |
| | 1. Place victim on back, tip head back, check for signs of breathing | Caldwell and Hegner: P. 580-581 |
| | 2. Call for help | |
| | 3. Finger sweep mouth | |
| | 4. attempt ventilation | |
| | 5. Perform abdominal thrusts<br>a. straddle victims thighs | Demonstrate how to handle an unconscious victim with an airway obstruction. |
| | b. place heel of one hand on abdomen above naval<br>c. place other hand in same position over the first | Return demonstration of the unconscious victim with an airway obstruction. |
| | d. keep elbows straight and thrust inward and upward | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Finger sweep mouth<br>7. Attempt ventilation<br>8. Repeat | |
| *4.10 Attain and maintain proficiency in cardiopulmonary resuscitation. | VIII. Cardiopulmonary Resuscitation<br>A. Agencies providing CPR instruction<br>1. American Heart Association<br>2. American Red Cross<br>B. Accident scene<br>1. If certified in CPR offer assistance<br>2. Defer to those with more experience and training<br>3. Seek assistance<br>a. in the facility<br>(1) use emergency alarm<br>(2) use call signal<br>(3) send another resident for help<br>(4) holler for help<br>b. at home or at accident scene<br>(1) dial 911 operator, or emergency number<br>(2) give location<br>(3) give phone number<br>(4) relate type of emergency<br>(5) give number of people needing help<br>(6) relate requested information<br>4. Information to remember<br>a. you must be trained to administer CPR<br>b. activate the emergency medical system<br>c. CPR must be started ASAP | Sorrentino: P. 449-463<br>Simmer: P. 235-246<br>Caldwell and Hegner: P. 573-578<br>Badasch and Chesebro: P. 178-180<br>Will and Eighmy: P. 287-294<br>Follow facility policy for CPR instruction.<br>AJN: "Code Blue: A Chance for Life"<br>Medcom: "A Second Chance for Life"<br>Schniedman, et al.: P. 89-91 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Methods of administering CPR<br>a. one-person CPR<br>b. two-person CPR<br>IX. Emergency Situations | |
| 4.11 Discuss and explain your responsibilities in assisting the resident until professional help arrives for the following:<br>• convulsive disorders<br>• loss of consciousness<br>• shock<br>• hemorrhage | A. Convulsive disorders (seizures)<br>1. Causes<br>a. infections disease<br>b. omitted medication<br>c. head injury<br>d. stroke<br>e. seizure syndrome<br>2. Types<br>a. petit mal<br>b. grand mal<br>3. Specific action<br>a. summon help<br>b. stay with the resident<br>c. protect from injury<br>(1) lower to floor if appropriate<br>(2) move objects away that might cause injury<br>d. do not restrain the resident<br>e. loosen constricting clothing (around neck)<br>f. place pillow under head and turn face to one side | Badasch and Chesebro: P. 271<br>Caldwell and Hegner: P. 585<br>Sorrentino: P. 465-466<br>Hogan and Sorrentino: P. 450-452<br>Simmers: P. 227<br>Hegner and Caldwell: P. 475-476<br>Differentiate between petit mal and grand mal seizures.<br>Describe an aura.<br>Discuss the use of a padded tongue blade, if one were available.<br>Suggest reasons why the face would be turned to the side.<br>Schniedman, et al.: P. 92, 406 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | g. note time and type of seizure | |
| | h. allow resident to rest after seizure | |
| | (1) very tired | |
| | (2) may be confused | |
| | (3) often disoriented | |
| | B. Loss of consciousness - fainting | Simmers: P. 226-227 |
| | 1. Caused by a temporary reduction of blood to the brain | Caldwell and Hegner: P. 584 |
| | 2. Early signs and symptoms | |
| | a. dizziness | Badasch and Chesebro: P. 271 |
| | b. pallor | |
| | c. perspiration | Hogan and Sorrentino: P. 452 |
| | d. nausea | |
| | e. cold skin | Sorrentino: P. 466 |
| | f. numbness and tingling of extremities | |
| | 3. Specific action | |
| | a. summon help | |
| | b. stay with the resident | Suggest the benefits of the nurse aide staying with the resident. |
| | c. have resident sit or lie down | |
| | d. loosen tight clothing | |
| | e. position head lower than heart | Ask class members who have fainted to share their experience. |
| | (1) sitting - head between knees | |
| | (2) lying down - elevate legs | |
| | f. allow resident to rest for 5-10 minutes | |
| | g. if cold, provide blanket | |
| | C. Shock | |
| | 1. Causes | |
| | a. severe injury | Caldwell and Hegner: P. 583-584 |
| | b. excessive loss of body fluids | Sorrentino: P. 464-465 |
| | c. pain | Badasch and Chesebro: P. 185-186 |
| | d. cardiac arrest | Simmers: P. 201-203 |
| | e. anxiety | Schniedman, et al.: P. 87-89 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *4.11.1 List five symptoms of approaching shock that you might observe during resident care. | 2. Signs and symptoms<br>a. low or falling blood pressure<br>b. weak, rapid pulse<br>c. cold, moist, pale skin<br>d. rapid respirations<br>e. thirst<br>f. restlessness<br>g. confusion and loss of consciousness | |
| | 3. Specific action<br>a. summon help<br>b. stay with the resident | Consider what you can do to reassure the resident going into shock. |
| | c. keep the resident lying down<br>d. control hemorrhage | |
| | e. keep victim warm (blankets)<br>f. reassure the victim till help arrives | Hogan and Sorrentino: P. 454-455<br>Quiz/Test/Study Questions |
| | D. Hemorrhage<br>1. Types | Caldwell and Hegner: P. 583 |
| | a. internal<br>b. external | Sorrentino: P. 463-464 |
| | 2. Signs and symptoms<br>a. internal | Hogan and Sorrentino: P. 448-450 |
| | (1) pain<br>(2) shock | Badasch and Chesebro: P. 185 |
| | (3) vomiting blood<br>(4) loss of consciousness | Simmers: P. 204-208 |
| | b. external<br>(1) can usually be seen | Hegner and Caldwell: P. 80, 82 |
| | | Sorrentino: P. 467-468<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Specific action | Differentiate between internal and external hemorrhage. |
| | a. internal | |
| | (1) summon help | |
| | (2) stay with resident | Schniedman, et al.: P. 92-93 |
| | (3) keep resident warm, flat and quiet till help arrives | |
| | b. external | Suggest how you would handle a resident bleeding from a foot wound. |
| | (1) summon help | |
| | (2) stay with the resident | |
| | (3) identify location of bleeding | |
| | (4) apply continuous, direct pressure over bleeding area (use any clean material) | Simmers Workbook: P. 137, 138, 141-142, 165-166, 172, 183 |
| | (5) if bleeding not controlled, apply pressure over artery above the bleeding site | Quiz/Test/Study Questions |
| | (6) if no pain or broken bones, elevate the wounded area above the heart while maintaining pressure | Schniedman, et al.: P. 85, 95<br>Quiz/Test/Study Questions |
| | (7) keep resident comfortable, warm and quiet till help arrives | |
| 4.12 Report emergencies accurately and immediately. | E. Reporting emergencies | |
| | 1. Never panic, remain calm | Badasch and Chesebro: P. 177-178 |
| | a. try a few slow deep breaths | |
| | b. observe your surroundings | Caldwell and Hegner: P. 570-572 |
| | c. assess resources available | |
| | | Sorrentino: P. 449 |
| | | Hogan and Sorrentino: P. 446-447 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 2. Evaluate the situation<br>a. check victim or victims condition<br>b. determine safety of environment | Will and Eighmy Workbook: P. 17-23<br>Quiz/Test/Study Questions<br>Schniedman, et al.: P. 87 |
| | 3. Call or send for help immediately | |
| | 4. Determine treatment priorities | |
| | 5. Report emergencies accurately<br>a. if help isn't available, contact<br>(1) 911 or emergency number<br>(2) police<br>(3) fire department<br>(4) telephone operator<br>(5) local EMS | Have the class consider a situation where an accident has occurred and they are the only person on the scene. Ask them to write a paragraph explaining the accident and how they would handle the situation. |
| | b. state<br>(1) your name<br>(2) location<br>(3) description of scene<br>(4) information about injuries<br>(5) type of help needed<br>(6) number of people involved | Hegner Workbook: P. 194-199<br>Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 586-587<br>Quiz/Test/Study Questions |
| | 6. Know your limitations | Badasch and Chesebro Workbook:<br>P. 93-94, 96-104 |
| | 7. Provide care and reassure victims | |
| | 8. Keep bystanders away from victims | |

## Unit 5

## Ethical and Legal Responsibilities

### Introduction

As a member of the health care team, the nurse aide will frequently be involved with ethical and legal decisions that govern his or her actions. A knowledge of ethical standards, resident's rights and legal issues are important for the protection of health care workers, employers and residents.

### Time Schedule

| | | | |
|---|---|---|---|
| Ethical and legal responsibilities | 60 minutes | | |
| Residents rights | 30 minutes | | |
| *Total Classroom Instruction* | 1.5 hours | (2.5 hours) | (5 hours) |

### Lesson Presentation Materials

Federal and state regulations for resident rights and reporting abuse

Resident bill of rights

Films and video cassettes relevant to the unit

### Terminology

- Abuse
- Advocate
- Aiding and abetting
- Assault and battery
- Confidential
- Defamation
- Dignity
- Discrimination
- Ethics
- False imprisonment
- Gossip
- Grievance
- Harassment
- Infringement
- Invasion of privacy
- Liable
- Libel
- Malpractice
- Neglect
- Negligence
- Ombudsman
- Slander
- Tort

## Unit 5

## Ethical and Legal Responsibilities

### Terminology Defined

1. **Abuse** - willful infliction of physical or mental pain by acts of omission or commission.
2. **Advocate** - one that pleads the cause of another.
3. **Aiding and abetting** - not reporting dishonest acts that are observed.
4. **Assault** - attempt or threat to do violence to another.
5. **Battery** - an unlawful attack upon another person.
6. **Confidential** - keeping what is said or written private, or to oneself.
7. **Defamation** - injuring the name and reputation of another person by making false statements to a third person.
8. **Dignity** - the quality or state of being worthy, honored or esteemed.
9. **Discrimination** - prejudiced or prejudicial outlook, action or treatment.
10. **Ethics** - a set of moral principles and values.
11. **False imprisonment** - the unlawful restraint or restriction of another person's movement.
12. **Gossip** - talking about residents or coworkers.
13. **Grievance** - a cause of distress felt to afford reason for complaint or resistance.
14. **Harassment** - to worry or annoy persistently.
15. **Infringement** - an encroachment or trespass on a right or privilege.
16. **Invasion of privacy** - a violation of a person's right not to have one's name, photograph or private affairs exposed or made public without giving consent.
17. **Liable** - responsible for your actions.
18. **Libel** - defamation through written statements.
19. **Malpractice** - negligence by a professional person.
20. **Neglect** - to leave undone or unattended to by another.
21. **Negligence** - an unintentional wrong in which a person fails to act in a reasonable and prudent manner and thereby causes harm to another person or the person's property.
22. **Ombudsman** - resident advocate.
23. **Slander** - defamation through oral statements.
24. **Tort** - a wrong committed against another person or the person's property.

Section One: Role and Function
Unit 5: Ethical and Legal Responsibilities
Page: 1

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *5.0 Define ethics. | I. Ethics<br>A. Discipline concerned with right or wrong conduct<br>B. Guides to moral behavior<br>C. Making choices or judgements | Johnson-Pawlson and Goodwin: P. 39-43<br>Hogan and Sorrentino: P. 18<br>Will and Eighmy: P. 12<br>Hegner and Caldwell: P. 52 |
| *5.1 List at least six basic rules of ethics for the nurse aide. | D. Nurse aide ethical standards<br>1. Show respect for each resident as an individual<br>2. Understand the limits of your role<br>a. perform only acts for which you are adequately prepared<br>b. perform acts only within legal scope of the nurse aide<br>3. Carry out your assignments to the best of your ability<br>4. Be loyal<br>a. positive attitude toward institution that employs you<br>b. support your coworkers<br>5. Be a responsible citizen at all times<br>a. respect others<br>b. respect values that differ from yours | Simmers: P. 41<br>Sorrentino: P. 17<br>Badasch and Chesebro: P. 15<br>Caldwell and Hegner: P. 23-25<br>Adams and Jones: P. 236-253<br>Schniedman, et al.: P. 16-20<br>Write a short essay including six basic rules of ethics you would include in your own personal code of ethics<br>List several ways that employees can display loyalty toward the institution where they are employed. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 5.2 Identify the kind of information that should be kept confidential | 6. Resident information should be kept confidential | Discuss how you feel when confidential information you have shared was shared with others. |
| | a. discuss only in appropriate places | |
| | b. discuss only with the proper people | |
| | c. refer questions from residents about their condition to the nurse or doctor | |
| | d. refer questions about a residents death to your charge nurse | Have the class list information that should be kept confidential. |
| | e. respect personal religious beliefs | |
| | 7. Respect the privacy of others | |
| | a. dressing | |
| | b. personal hygiene | Group discussion of the ethics involved in the preservation of life. |
| | c. examination or treatment | |
| | d. with clergy | |
| | e. with spouse or significant other | |
| | 8. Put the resident's needs ahead of your own | |
| | 9. Be sincere, honest and trustworthy in performance of your duties | You are about to leave your work area for lunch when a resident asks for your help. How would you handle this situation? |
| | a. caring and concerned | |
| | b. "golden rule" | |
| *5.3 Explain why nurse aides should not accept monetary tips for a health care service. | 10. Do not accept monetary tips | |
| | a. resident's are paying for service | |
| | b. you are paid to provide service | Caldwell and Hegner: P. 25 |
| | c. do not discriminate regardless of | |
| | 1) race | Hegner and Caldwell: P. 54 |
| | 2) creed | |
| | 3) color | Role play a situation between a nurse aide and a resident where a tip is offered for a service. |
| | 4) age | |
| | 5) financial resources | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. care based on need<br>e. tactful and courteous refusal of tips<br>f. display continued desire to be helpful | |
| *5.4 Describe four legal responsibilities of a nurse aide. | II. Legal Responsibilities<br>A. Authorized or based on law<br>1. Legislated by state and federal government<br>2. Liable if laws not obeyed<br>a. fines<br>b. imprisonment<br>3. No fear of breaking laws if you<br>a. perform only acts within scope of nurse aide<br>b. keep skills and knowledge current<br>c. keep resident's safety and well being in mind<br>d. understand directions for care<br>e. follow facility policy<br>f. do no harm to resident or their belongings<br>4. Laws designed to protect public welfare | Adams and Jones: P. 276-299<br>Will and Eighmy: P. 11-14<br>Simmers: P. 39-41<br>Hegner and Caldwell: P. 54-55<br>Sorrentino: P. 17-19<br>Caldwell and Hegner: P. 25-28<br>Hogan and Sorrentino: P. 18-20<br>Schniedman, et al.: P. 21-22<br>Lecture/Discussion<br>Simmers Workbook: P. 11-14<br>Quiz/Test/Study Questions<br>Discuss ways in which laws protect the public. |

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| *5.5 | Give examples of malpractice and negligence. | B. Civil law examples of torts<br>1. Malpractice<br>a. giving care for which you haven't been trained<br>b. providing improper care<br>(1) nurse aide giving medication<br>(2) bath water so hot it burns resident<br>2. Negligence<br>a. unintentional wrong<br>b. failure to perform in reasonably prudent manner<br>(1) brakes on a wheelchair not locked<br>(2) side rails are left down<br>(3) defective equipment not reported | Show a film on law for discussion.<br>Have the class bring in articles from the newspaper on examples of torts.<br>Badasch and Chesebro: P. 18, 20<br>Write a paragraph on why licensure is important for health professionals, and certification is important for nurse aids.<br>Discuss mandatory continuing education and class feelings about this topic.<br>AJN: Negligence and Malpractice in Nursing<br>"Part 1: Principles of Negligence and Malpractice in Nursing"<br>"Part 2: Defense Strategies and Ethical Issues in Nursing Negligence and Malpractice" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Assault<br>a. care or treatment without proper consent (intentional)<br>b. threatening to injure a resident or coworker<br>(1) rough treatment of residents during care<br>(2) performing a procedure the resident has refused<br>(3) threatening to restrain a resident | |
| | 4. Battery<br>a. unlawful touching of another person without their consent<br>(1) nurse aide strikes resident<br>(2) does procedure resident refuses | Study Questions<br>Will and Eighmy<br>Workbook: P. 4-5 |
| | b. informed consent<br>(1) written - safest<br>(2) verbal<br>(3) gesture | Kapp, Pies and Doudera<br>P. 247-257 |
| | 5. Invasion of privacy<br>a. unnecessary exposure of individual | |
| | b. revealing personal information without consent<br>(1) giving news media information without residents' permission<br>(2) information to insurance company without permission | Discuss various examples of invasion of privacy. |
| | 6. False imprisonment<br>a. restraining an individual<br>b. restricting residents' freedom<br>(1) use of physical restraints without authorization or justification<br>(2) preventing resident from leaving facility against their will | Role play a situation where the resident felt he/she was falsely imprisoned. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Defamation<br>a. False statements cause a resident to be ridiculed or damage their reputation<br>(1) slander - spoken<br>(2) libel - written | |
| *5.6 Identify the responsibilities of the nurse aide when a resident wishes to make a will. | C. Wills<br>1. Legal document giving direction on how resident wants property distributed after death<br>2. Refer requests to prepare a will to your charge nurse<br>3. Nurse aide may witness signing of will<br>a. check facility policy<br>b. discuss with your charge nurse | Sorrentino: P. 19<br>Hogan and Sorrentino: P. 20<br>Badasch and Chesebro: P. 20<br>Guest speaker: Lawyer<br>Follow facility policy on preparation of wills. |
| 5.7 Support the residents' right to make personal choices to accommodate individual needs. | III. Residents' Rights<br>A. Basic human rights<br>1. Protected by the Constitution<br>2. Laws clarify these rights<br>a. right to be treated with respect<br>b. right to live in dignity<br>c. right to pursue a meaningful life<br>d. right to be free of fear<br>3. Behavior that infringes on these rights<br>a. addressing residents as children<br>b. demeaning nicknames for residents<br>c. leaving door open during bath<br>d. threatening a resident with harm | Johnson-Pawlson and Goodwin: P. 10<br>Will and Eighmy: P. 10-11<br>Brainstorm and list personal choices that would contribute to a meaningful life |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 5.8 Describe the Residents Bill of Rights | B. The Resident's Bill of Rights | Johnson-Pawlson and Goodwin: P. 11-12 |
| | 1. Ethical and legal basis | |
| | 2. Federal regulation | Caldwell and Hegner: P. 21-22 |
| | 3. Posted in facility | |
| | 4. Distributed on admission in many facilities | Fasano: P. 18-19 |
| | 5. Bill gives residents the right to | Schniedman, et al.: P. 27 |
| | a. considerate and respectful care | |
| | b. obtain complete current information concerning diagnosis, treatment and prognosis | Simmers: P. 41-42<br>Sorrentino: P. 46-48 |
| | c. receive information necessary to give informed consent prior to treatments or procedures | Hogan and Sorrentino: P. 52-54 |
| | d. refuse treatment to the extent permitted under law | Review: Resident's Bill of Rights |
| | e. privacy of resident's body, record, care and personal affairs | |
| | f. confidential treatment of all records | |
| | g. reasonable response to request for service | True/False Quiz<br>Caldwell and Hegner: P. 29 |
| | h. examine bill and receive explanation of charges. | |
| | i. be informed of any facility rules and regulations | Kapp, Pies and Doudera: P. 151-172 |
| 5.9 Demonstrate behavior which maintains residents rights | C. Behavior that maintains residents rights | |
| | 1. Address as Mr., Mrs., or Miss unless asked to use a specific name | Hegner and Caldwell: P. 22-24 |
| | 2. Avoid being rude or unkind | |
| | 3. Give gentle care | Simmer: P. 42-43 |
| | 4. Never threaten or intentionally hurt | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 5.10 Give needed assistance in going to and participating in resident and family groups and activities. | 5. Help meet emotional/spiritual/ social needs<br>a. encourage socialization (meal-time)<br>b. assist resident to activities/ meetings/church<br>c. participate in planned activities<br>d. help with phone calls, cards, mail<br>6. Explain care you plan to give<br>7. Observe safety precautions<br>8. Obtain proper consent after identifying resident<br>9. Treat all residents equally<br>10. Promote positive attitudes<br>11. Report errors to your charge nurse immediately | Suggest other forms of socialization for residents.<br>List advantages of explaining care to a resident prior to starting care. |
| 5.11 Maintain the resident's environment and care through appropriate nurse aide behavior so as to minimize the need for physical and chemical restraints. | 12. Avoid the use of restraints, unless necessary for safety<br>a. never withhold social responsiveness<br>b. don't ignore residents<br>c. make eye contact<br>d. allow residents to complete sentences prior to leaving room<br>e. don't shut or slam door to quiet a resident | Adams and Jones: P. 256-257<br>Group discussion on how the behavior of the health care team can minimize the need for restraints<br>Simmers Workbook: P. 11-14<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *5.12 Explain the purpose and value of a Resident council. | D. Resident council - advisory group<br>1. Provides opportunity for discussion<br>2. Recommendations may be made for<br>a. facility policies<br>b. decisions regarding activities<br>c. exploration of resident's concerns<br>d. resolving grievances<br>3. Gives residents a voice in facility operations<br>4. Members<br>a. residents<br>b. facility staff members (you)<br>c. representatives from community | Johnson-Pawlson and Goodwin: P. 12<br>Speaker: Resident Council Member<br>Review facility policy for a resident council |
| 5.13 Administer care which maintains the residents free from abuse, mistreatment or neglect. | IV. Abuse of the Elderly<br>A. Definition - willful infliction of physical or mental pain by acts of omission or commission<br>B. Types of abuse<br>1. Physical<br>2. Verbal<br>3. Neglect<br>C. Examples of abuse<br>1. Threatening a resident with punishment<br>2. Pinching, slapping, pushing or kicking a resident<br>3. Withholding food or fluids<br>4. Restraining a resident against her/his will without an apparent reason | Adams and Jones: P. 254-275<br>Hegner and Caldwell: P. 55<br>Sorrentino: P. 405<br>Johnson-Pawlson and Goodwin: P. 13<br>Hogan and Sorrentino: P. 408<br>Fulmer and O'Malley: P. 25-30, 106-127<br>PSU Videotape: "Ready or Not, Here I Come" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Leaving resident in soiled linen or clothing<br>6. Yelling angrily at or making fun of resident<br>7. Refusing to reposition resident or give treatment<br>8. Not answering a call light/bell/signal | Badasch and Chesebro Workbook: P. 6-11<br>Quiz/Test/Study Questions |
| 5.13.1 Report any instances of abuse to the appropriate facility/agency staff. | D. Reporting abuse<br>1. If observed, report immediately to charge nurse<br>2. Cause for immediate dismissal if proven<br>3. Know your State law<br>4. Aiding and abetting | PA law |
| 5.14 Assist in resolving grievances. | V. Advocates<br>A. Plead the cause of another<br>B. Resolve grievances<br>C. Protect resident's rights<br>D. Advocates can be<br>1. You and your coworkers<br>2. A member of a resident's family<br>3. The resident's guardian<br>4. Ombudsman | Caldwell and Hegner: P. 7<br>Fasano: P. 19-20<br>Johnson-Pawlson and Goodwill: P. 13<br><br>Suggest a resident grievance that might occur and how you would help to resolve the situation.<br>Follow facility grievance policy. |
| 5.15 Promote care and security of resident's personal possesions. | VI. Theft and Damage<br>A. Protect resident's personal items<br>B. These possessions may be all they have<br>C. Items may be impossible to replace<br>D. Report thefts observed<br>E. Handle items carefully<br>F. Add new items to list of resident's belongings<br>G. Mark items with residents name | Will and Eighmy: P. 13-14<br><br>You observe a coworker taking money from a resident's wallet. Role play how you would handle this incident.<br><br>Study Questions<br>Hegner Workbook: P. 8-9<br><br>Caldwell and Hegner: P. 30-31<br>Quiz/Test/Study Questions |

# Unit 6

## Nutrition

### Introduction

This unit introduces the nurse aide to the basic principles of nutrition and emphasizes the functions of the major nutrients required for health. It covers the four food groups, the use of therapeutic diets, adaptive devices, alternative methods of feeding, providing water and nourishments, the procedure for feeding a patient, and the effects of good nutrition and poor nutrition. Knowledge of nutrition will enable the health care worker to meet the special nutritional needs of residents, and recognize the important relationship between food and good health.

### Time Schedule

| | | | |
|---|---|---|---|
| Principles | 3 hours | | |
| Feeding residents | 0.5 hours | | |
| *Total Classroom Instruction* | 3.5 hours | (5 hours) | (10 hours) |
| Total Clinical Instruction | 2.0 hours | (3 hours) | (6 hours) |

### Lesson Presentation Materials
(*See Reverse for Performance Checklists*)

Facility dietary manual

Facility sample menus

Adaptive devices for feeding

Feeding tube

Facility procedures for feeding residents, passing nourishments and water

Films and video cassettes relevant to the unit

### Terminology

Anemia

Calorie

Carbohydrates

Cellulose

Dehydration

Digestion

Fats

Gavage

Malnutrition

Metabolism

Nutrient

Nutrition

Osteoporosis

Peristalsis

Protein

RDA

Therapeutic diet

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #13 | Feeding a Resident |
| Performance Checklist #14 | Serving Supplementary Nourishments |
| Performance Checklist #15 | Providing Fresh Drinking Water |

## Unit 6

## Nutrition

### Terminology Defined

1. **Anemia** - a deficiency of red blood cells, hemoglobin or both.
2. **Calorie** - the amount of energy produced from the burning of food.
3. **Carbohydrates** - nutrient which provides the greatest amount of energy in the average diet.
4. **Cellulose** - a basic substance of all plant foods, which supplies the body with roughage.
5. **Dehydration** - a decrease of the amount of water in body tissue.
6. **Digestion** - the process of breaking down foods into simple substances that can be used by the body cells for nourishment.
7. **Fats** - nutrient which provides most concentrated form of energy.
8. **Gavage** - feeding through a tube
9. **Malnutrition** - poor nutrition that lacks adequate food and nutrients.
10. **Metabolism** - the burning of food for heat and energy by the cells.
11. **Nutrient** - a substance that is ingested, digested, absorbed and used by the body.
12. **Nutrition** - the entire process by which the body takes in food for growth and repair and uses it to maintain health.
13. **Osteoporosis** - the most common metabolic disease of bone in the United States, caused by a decrease in the mass of bony tissue.
14. **Peristalsis** - involuntary muscle contractions in the digestive system that move food through the alimentary canal.
15. **Protein** - nutrient essential for growth and repair of tissue.
16. **Recommended Dietary Allowances (R.D.A.)** - considered to be the amounts of essential nutrients adequate to meet the needs of practically all healthy people.
17. **Therapeutic diet** - modification of the normal diet used in the treatment of specific health conditions.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 6.0 Identify the general principles of basic nutrition. | I. Principles of Nutrition | Badasch and Chesebro: P. 129-138 |
| | A. Good Nutrition | |
| | 1. Promotes physical and mental health | Will and Eighmy: P. 192-209 |
| | 2. Provides increased resistance to illness | |
| | 3. Produces added energy and vitality | Have each student bring an article on nutrition to class and give a brief oral report. |
| | 4. Aids in the healing process | |
| | 5. Assists one to feel and sleep better | |
| | B. Functions of Food | |
| | 1. Provides energy | Show a film on nutrition.<br>PSU: "Brittle Bones"<br>"Nutrition in Aging"<br>"Selecting An Adequate Diet" |
| | 2. Growth and repair of tissue | |
| | 3. Maintenance and regulation of body processes | |
| *6.1 Recognize factors that influence dietary practices. | C. Factors influencing dietary practices | |
| | 1. Personal preference | Hogan and Sorrentino: P. 266-269<br>Sorrentino: P. 264-266<br>Young: P. 65-68<br>Zins: P. 209 |
| | 2. Appetite | |
| | 3. Finance | |
| | 4. Illness | |
| | 5. Culture | |
| 6.1.1 Review cultural variations in diet. | a. rice and tea favorites of Chinese, Japanese, Koreans and people from Far East | Hogan and Sorrentino: P. 266 |
| | b. spicy dishes containing rice, beans and corn are preferred by Spanish speaking people | Sorrentino: P. 264 |
| | c. Italians known for spaghetti, lasagna and other pastas | Have the class members each select a different culture and write a short essay on the cultures nutritional practices. |
| | d. Scandinavians have a lot of fish in their diet | |
| | e. Americans like meat, fast foods and processed foods | |
| | f. Use of sauce and spices culturally related | |

| Objectives | Learning Activities | Learning Activities |
|---|---|---|
| | g. preparation influences<br>(1) frying<br>(2) baking<br>(3) smoking<br>(4) roasting<br>(5) eating uncooked food | |
| | 6. Religion | |
| *6.1.2 List five examples of foods avoided by various religious denominations | a. days of fasting when all or certain foods are avoided | Caldwell and Hegner: P. 305-306 |
| | b. dietary practices<br>(1) Christian Science - avoid coffee/tea and alcohol | Discuss the religious practices related to food by the various religions denominations represented in the class. |
| | (2) Roman Catholic - avoid food 1 hour before communion, observe special fast days<br>(3) Muslim/moslem - avoid alcohol, pork /pork products<br>(4) 7th Day Adventist - avoid coffee/tea, alcohol, pork and some meats, caffeine<br>(5) some Baptists avoid coffee, tea, and alcohol<br>(6) Greek Orthodox (fast days) avoid meats and dairy products<br>(7) Conservative Jewish Faith | |
| | (a) prohibit shellfish, non-kosher meats (pork) | Speaker: Representative from Jewish Faith |
| | (b) require special utensils for food preparation<br>(c) forbids cooking on Sabboth<br>(d) forbids eating of leavened bread during Passover | Tour the dietary department and have dietician explain how cultural and religious preferences are handled in your facility |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (e) forbids serving milk and milk products with meat<br>(f) strict rules regarding sequence in which milk products and meat may be consumed | PSU: "Nutrition for Better Health" |
| *6.2 Review the major classification of nutrients and their function in the body. | D. Nutrients<br>1. Essential<br>2. Four classifications of nutrients<br>a. fats - provide energy<br>b. Proteins - build and repair tissue<br>c. Carbohydrates - provide energy<br>d. Vitamins and minerals - necessary for specific body functions<br>3. Measured in calories<br>4. Water - solvent for nutrients and metabolic waste products<br>a. found in all body tissue<br>b. essential for digestion of food<br>c. makes up most of blood plasma<br>d. residents should drink 6-8 glasses daily | Hogan and Sorrentino: P. 264<br>Sorrentino: P. 262-264<br>Will and Eighmy: P. 193-196<br>Simmers: P. 107-108<br>Have class make a list of foods containing the best source of nutrients.<br>Schniedman, et al.: P. 300-303<br>Simmers: P. 106 |
| *6.2.3 Describe three factors that influence caloric needs. | 5. Factors that influence caloric needs<br>a. age<br>b. sex<br>c. activity<br>d. climate<br>e. state of health<br>f. amount of sleep obtained | Have class members make a list of foods consumed in the past 24 hours. Place a C in front of carbohydrates, a P in front of proteins and F in front of fats. Then calculate the percentage of each nutrient consumed. Compare this to the percentages found in a normal diet: 58% carbohydrates, 12% proteins, and 30% fatty acids.<br>Select one factor and describe how it influences caloric needs. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *6.3 Cite five age related changes that affect the resident's nutritional status. | E. Age related changes affecting nutrition<br>1. Need for fewer calories<br>2. Require more vitamins and minerals<br>3. Drugs affect how nutrients are absorbed and used<br>4. Teeth/dentures affect ability to chew food<br>5. Diminished sense of taste and smell<br>6. Require assistance with eating<br>7. Decreased saliva secretions<br>8. Constipation causes discomfort<br>9. Decreased appetite and thirst | Hegner and Caldwell: P. 357-358<br>Will and Eighmy: P. 198<br>Young: P. 5-7 |
| *6.4 Recognize the signs of good nutrition. | F. The signs of good nutrition include<br>1. Healthy, shiny looking hair<br>2. Clean skin and bright eyes<br>3. A well developed, healthy body<br>4. An alert facial expression<br>5. An even, pleasant disposition<br>6. Restful sleep patterns<br>7. Healthy appetite<br>8. Regular elimination habits<br>9. Appropriate body weight | Caldwell and Hegner: P. 297<br>Have students write a short report on the effects of good nutrition. |
| *6.5 Report five results of poor nutrition | G. Results of poor nutrition<br>1. Hair and eyes appear dull<br>2. Irregular bowel habits<br>3. Weight changes<br>4. Osteoporosis<br>5. Lack of interest - mental slowdown<br>6. Skin color and appearance poor<br>7. Anemia leading to<br>a. tired feeling<br>b. shortness of breath<br>c. increased pulse<br>d. pale skin<br>e. poor sleep patterns<br>f. headaches<br>g. problems with digestion | Have each member of the class select a condition that results from malnutrition and give a 2-3 minute oral report.<br>Badasch and Chesebro: P. 131-133 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 6.6 Discuss the four basic food groups that contribute to a well balanced diet. | II. The Four Basic Food Groups<br>A. Fruit and vegetable group | Hegner and Caldwell: P. 156-158 |
| | 1. Provides<br>a. vitamins (c) | Caldwell and Hegner: P. 300-303 |
| | b. minerals<br>c. fiber | Sorrentino: P. 262 |
| | 2. Easier to chew if cooked, chopped or diced | Hogan and Sorrentino: P. 264-265 |
| | 3. Four or more servings daily (1/2 cup each) | Badasch and Chesebro: 130-131 |
| | a. one from leafy, green and yellow vegetables | Will and Eighmy: P. 197 |
| | b. one from citrus fruit, tomatoes and raw cabbage | Schniedman, et al.: P. 298-300 |
| | c. two from potatoes and other vegetables and fruits | |
| | B. Milk group<br>1. Provides | Review chart of 4 basic food groups. |
| | a. proteins<br>b. vitamins (A)<br>c. minerals (calcium)<br>d. fat | Discuss why skim milk would be a good selection for residents. |
| | 2. Two or more servings daily (8 oz glass of milk) | |
| | 3. Milk substitutes<br>a. 1 oz cheddar type cheese<br>b. 4 oz cream cheese<br>c. 12 oz cottage cheese<br>d. 1 3/4 cups ice cream | Review ways in which milk substitutes can be used for residents who refuse to drink milk |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Grain group | |
| | 1. Provides | |
| | a. carbohydrates | |
| | b. vitamins | |
| | c. minerals | |
| | d. roughage | |
| | 2. Four or more servings daily (1 slice bread each) | |
| | 3. Includes | Have class bring in nutrition information from cereal boxes. Compare information available. |
| | a. breads and rolls | |
| | b. cornmeal | |
| | c. cereals | |
| | d. noodles | |
| | e. spaghetti and macaroni | Handout on cholesterol, i.e. "Searching for Life's Elixir" Time, December 12, 1988: P. 62-66 |
| | D. Meat Group | |
| | 1. Provides | |
| | a. protein | |
| | b. fats | |
| | c. vitamins | |
| | d. minerals | |
| | 2. Two or more servings daily (3 ounces each) | |
| | 3. Includes | Discuss why fish would be a good selection for residents |
| | a. boneless meat | |
| | b. poultry | |
| | c. fish and shell fish | |
| | d. nuts, peanut butter | |
| | e. legumes, soy beans | |
| | f. eggs | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *6.7 Define a therapeutic diet and recognize the need for alterations in a regular diet.<br>*6.7.1 List three purposes of a therapeutic diet. | III. Therapeutic Diets<br>A. Purposes of therapeutic diets<br>1. Add or eliminate calories to cause a change in body weight<br>2. Assist with digestion of food by taking foods out of the diet that irritate the digestive system<br>3. Restrict salt intake to prevent or decrease edema<br>4. Help body organ to maintain and/or regain normal function<br>5. Treat metabolic disorders by regulating amount of food | Badasch and Chesebro: P. 134-135<br>Review facility dietary manual<br>Handout examples of sample menus from the facility for discussion.<br>Review RDA recommendations for different age groups<br>Badasch and Chesebro: P. 135-138<br>Schniedman, et al.: P. 304-305 |
| *6.7.2 Discuss the types of therapeutic diets that the physician might order for a resident.<br>6.7.3 Read the instructions for special diets. | B. Types of therapeutic diets<br>1. Clear liquid<br>2. Full liquid<br>3. Bland<br>4. Restricted residue<br>5. Low carbohydrate (Diabetic)<br>6. Low fat<br>7. Low Cholesterol<br>8. Low calorie<br>9. High calorie<br>10. Low Sodium<br>11. High protein<br>12. Mechanical soft, chopped, pureed<br>C. Residents may have difficulty accepting special diets | Have classmembers select a therapeutic diet and report on the purposes of the diet and the instructions that would be given for the diet.<br>Interview a person on a special diet, and evaluate their understanding of the diet. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *6.8 Recognize adaptive devices used to assist residents with eating. | IV. Adaptive Devices<br>A. Food guards<br>B. Divided plates<br>C. Built up handled utensils<br>D. Easy grip mugs/glasses<br>E. Residents have to be taught how to use these devices | Hegner and Caldwell: P. 167<br>Will and Eighmy: P. 208-209<br>Johnson-Pawlson and Goodwin: P. 167<br>Demonstrate the use of adaptive devices. Encourage students to handle equipment. |
| *6.9 Discuss alternate methods of feeding | V. Alternative Nutrition<br>A. Intravenous infusion<br>1. Fed through vein<br>2. Responsibility of licensed nurse<br>3. Obervations to report<br>a. near empty bottle/bag<br>b. change in drip rate<br>c. redness, swelling or pain at needle site<br>B. Enteral feeding<br>1. Resident unable to eat<br>a. depressed<br>b. comatose<br>c. swallowing problem (stroke)<br>d. disorders of digestive tract<br>2. Liquid formula administered through tube by nurse<br>a. nose to stomach - nasogastric tube<br>b. directly into stomach - gastrostomy tube | Will and Eighmy: P. 202-203<br>Caldwell and Hegner: P. 298-299<br>Fasano: P. 163<br>Hegner and Caldwell: P. 168<br>Sorrentino: P. 276-277<br>Hogan and Sorrentino: P. 280-282<br>Have a dietician discuss the products that are used for enteral feeding. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Nurse aide responsibilities<br>a. no tension or pulling on tube<br>b. keep residents nose clean and free of mucous<br>c. keep tube securely taped to avoid displacement<br>d. check skin around tube for irritation from tape<br>e. fasten tube with pin to shoulder area of gown to prevent strain or tension on tube | Have class practice fastening feeding tube to the shoulder of a gown/robe. |
| | 4. Mitts may be necessary to prevent resident from dislodging tube | |
| *6.10 Identify the responsibilities of the nurse aide in preparing residents for meals. | VI. Preparing Residents for Meals | Hegner and Caldwell: P. 161-162 |
| | A. Meals enjoyable, social experience | Will and Eighmy: P. 204-207 |
| | B. Provide pleasant environment<br>1. Clean area | Hogan and Sorrentino: P. 277 |
| | 2. Odor free<br>3. Adequate lighting | Johnson-Pawlson and Goodwin: P. 166-167 |
| | C. Flowers/decorations and music add interest to dining area | Badasch and Chesebro: P. 264 |
| | | Caldwell and Hegner: P. 308-309 |
| | D. Resident preparation<br>1. All residents clean and dressed for meals | Sorrentino: P. 272-273 |
| | 2. Hair combed<br>3. Oral care provided<br>4. Encourage to use bathroom urinal/bedpan<br>5. Incontinent residents clean and dry<br>6. Face and hands washed | Schniedman, et al.: P. 306-309 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Provide for resident's comfort<br>a. raise the head of the bed<br>b. position resident in a chair<br>c. transport resident to dining area | Hogan and Sorrentino: P. 283<br>Quiz/Test/Study Questions |
| 6.10.1 Serve prepared food as instructed. | 8. Check to be certain resident receives right tray and has the correct diet | Sorrentino: P. 278<br>Quiz/Test/Study Questions |
| | 9. Food should be attractively served and placed within reach | Medcom: "Feeding the Patient" |
| | 10. Check the tray to see that everything needed is there | |
| | 11. Assist resident as needed<br>a. cutting meat<br>b. pouring liquids<br>c. buttering bread<br>d. opening containers | |
| | 12. Blind residents should be made aware of food placement according to the face of a clock | Have students role play information they would give a blind resident about their meal tray |
| | 13. Residents should be encouraged to do as much as possible for themselves. | |
| | 14. Allow time for resident to complete meal | |
| | 15. Display a pleasant, patient attitude | Will and Eighmy Workbook: P. 101-108<br>Quiz/Test/Study Questions |
| | 16. Remove tray when meal is finished | |
| | 17. Report unconsumed food to charge nurse | Hegner Workbook: P. 90-96<br>Quiz/Test/Study Questions |
| | 18. Record fluid intake if ordered | |
| | 19. Assist resident to position of comfort | |
| | 20. Call signal and supplies positioned within reach | Simmers Workbook: P. 62-65<br>Quiz/Test/Study Questions |
| | 21. Area should be left neat and tidy | |
| | 22. Hands washed before and after care of each resident | |

**Objectives**

6.11 Demonstrate the procedure for feeding a resident.

**Course Content**

VII. Procedure: Feeding a Resident
- A. Assemble equipment needed
    1. Bedpan/urinal
    2. Basin
    3. Towel
    4. Washcloth
    5. Soap
    6. Oral hygiene items
- B. Procedure
    1. Wash hands
    2. Assemble equipment
    3. Tell resident it is meal time
    4. Identify resident
    5. Offer bedpan/urinal
    6. Elevate head of bed
    7. Assist with oral hygiene
    8. Wash face and hands
    9. Clean and position overbed table
    10. Obtain and check tray - note resident's name, type of diet, and food present
    11. Position towel/napkin/bib under chin
    12. Assist resident as needed while encouraging him/her to do as much as possible
    13. Test hot food/liquids on wrist
    14. Use straw for liquids, if appropriate
    15. Hold spoon at right angle
    16. Feed resident from tip of half filled spoon
    17. Tell resident what he or she is eating
    18. Provide time to chew
    19. Alternate solids and liquids
    20. Blot mouth properly

**Learning Activities**

Will and Eighmy: P. 207-208

Caldwell and Hegner: P. 310

Hogan and Sorrentino: P. 278-279

Simmers: P. 422-424

Sorrentino: P. 273-274

Badasch and Chesebro: P. 264

Johnson-Pawlson and Goodwin: P. 168

Fasano: P. 165-166

Hegner and Caldwell: P. 163-164

Facility Procedure Manual

Have class members divide into groups of two and practice feeding each other.

Demonstration

Return Demonstration after practice

Performance Checklist #13
Feeding A Resident

Schniedman, et al.: P. 309-311

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| | | 21. Encourage resident to eat as much as possible<br>22. Wash resident's hands when finished<br>23. Assist to comfortable position | |
| | | 24. Remove tray and place call signal and supplies within reach<br>25. Note and record amount of food consumed<br>26. Record liquids if resident is on Intake and Output.<br>27. Clean and replace equipment<br>28. Wash hands. Report pertinent information to charge nurse. | Hegner and Caldwell: P. 169-171<br>Quiz/Test/Study Questions<br><br>Caldwell and Hegner: P. 311<br>Quiz/Test/Study Questions |
| *6.12 | Discuss the various types of supplementary nourishments. | VIII. Supplementary Nourishments<br>A. Types of nourishments<br>1. Milk<br>2. Juice<br>3. Gelatin<br>4. Custard, ice cream, sherbert<br>5. Crackers | Sorrentino: P. 275<br><br>Hogan and Sorrentino: P. 279<br><br>Caldwell and Hegner: P. 307<br><br>Hegner and Caldwell: P. 166 |
| | | B. Usually served<br>1. Midmorning<br>2. Midafternoon<br>3. Bedtime | Schniedman, et al.: P. 311-312<br><br>Practice providing nourishments to residents. |
| | | C. Ordered by physician | |
| | | D. Serve as directed by charge nurse | Have the class give examples of residents who would benefit from supplementary nourishments. |
| | | E. Provide necessary eating utensils/ straw/napkin | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 6.12.1 Demonstrate the procedure on serving supplementary nourishments. | IX. Serving Supplementary Nourishments<br>A. Equipment - cart, small trays, nourishments, napkins, feeding aids (straws, flatware)<br>B. Procedure<br>1. Obtain a list of residents with special dietary needs (NPO, food limitations)<br>2. Wash your hands<br>3. Assemble equipment<br>4. Identify resident and refer to list of special dietary needs<br>5. Allow resident to choose from available nourishments when possible<br>6. Place small tray containing nourishment, napkin and feeding aids within the resident's reach<br>7. Seek assistance for those who are unable to take nourishment alone<br>8. Remove used glasses and dishes when the resident finishes the nourishment<br>9. Repeat steps 4-8 for each resident<br>10. Record on intake/output record if required<br>11. Return used equipment to the kitchen to be washed<br>12. Wash your hands | Demonstration<br>Return Demonstration after practice<br>Performance Checklist #14<br>Serving Supplementary Nourishments<br>Follow facility policy for distribution of nourishments. |
| *6.13 Identify the special fluid orders that the physician could write for residents. | X. Providing Drinking Water<br>A. Fresh water should be provided periodically throughout the day<br>B. Encourage residents to drink 6-8 glasses daily if appropriate<br>C. Check list of residents who have special fluid orders<br>1. N.P.O.<br>2. Fluid restrictions<br>3. Force fluids | Hegner and Caldwell: P. 166-167<br>Caldwell and Hegner: P. 307-308<br>Johnson-Pawlson and Goodwin: P. 179-182<br>Sorrentino: P. 275<br>Hogan and Sorrentino: P. 279-280<br>Practice providing drinking water to residents<br>Kelly Workbook (1988): P. 63-66<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. No ice | |
| 6.13.1 Demonstrate the procedure for providing fresh drinking water. | XI. Providing Fresh Drinking Water<br>A. Equipment - cart, pitchers, unbreakable glasses, trays, scoop for ice, straws<br>B. Procedure<br>1. Obtain a list of residents with special needs (NPO, fluid restrictions, no ice)<br>2. Wash your hands<br>3. Assemble equipment<br>4. Take cart with clean equipment and add ice and water to pitchers (use scoop for ice)<br>5. Identify resident and refer to list for special needs<br>6. Remove used equipment and replace with the pitcher, unbreakable glass and straw<br>7. Place fresh drinking water within the resident's reach<br>8. Offer to fill the glass with fresh water<br>9. Repeat steps 5-8 for each resident. Cart can be left outside resident's door, near wall, to avoid obstructing hallway<br>10. Record on intake/output record if required<br>11. Return the cart containing used equipment to the kitchen to be washed<br>12. Wash your hands | Kelly Workbook (1987): P. 65-67<br>Quiz/Test/Study Questions<br>Demonstration<br>Return Demonstration after practice<br>Performance Checklist #15<br>Providing Fresh Drinking Water<br>Follow facility policy for distribution of drinking water.<br>Schniedman, et al.: P. 312-313<br>Badasch and Chesebro Workbook: P. 69-74<br>Quiz/Test/Study Questions<br>Schniedman, et al.: P. 304-305, 313<br>Quiz/Test/Study Questions |

## Unit 7

## Common Diseases and Conditions of Body Systems

### Introduction

This unit reviews the structure and function of the body and its systems. It presents the common disorders of each system and lists the normal changes that occur with the aging process. It includes signs and symptoms which should be reported, when observed. A basic knowledge of normal anatomy and physiology will help you to understand the signs and symptoms of disease, the reasons for the care you give and the purposes of procedures that are carried out for the resident's comfort, healing and recovery.

### Time Schedule

*Total Classroom Instruction* 4 hours (8 hours) (16 hours)

### Lesson Presentation Materials

Anatomy and physiology wall charts
Diagrams of body systems
Films and video cassettes relevant to the unit
Facility chart forms
Structure and function references
Terminology references

### Vocabulary Matching

Introduction to Body Systems

| | | | |
|---|---|---|---|
| 1. | Homeostasis | A. | processes food |
| 2. | Cell | B. | balance within the body |
| 3. | Digestive system | C. | posterior |
| 4. | Dorsal | D. | cells ingest foreign particles |
| 5. | phagocytosis | E. | basic unit of body structure |

The Skeletal System

| | | | |
|---|---|---|---|
| 1. | Arthritis | A. | porous bones |
| 2. | Vertebrae | B. | to bend a joint |
| 3. | Fracture | C. | inflammation of the joints |
| 4. | Flexion | D. | bones of the spine |
| 5. | Osteoporosis | E. | break in a bone |

## The Muscular System

1. Contracture
2. Tendon
3. Bursitis
4. Deltoid
5. Muscular dystrophy

A. inflammation of the bursa
B. shortening of a muscle
C. connects bone to muscle
D. wasting away of muscle
E. shoulder muscle

## The Circulatory System

1. Angina pectoris
2. Myocardial infarction
3. Anemia
4. Gangrene
5. Hypertension

A. chest pain
B. heart attack
C. high blood pressure
D. death of tissue
E. reduced number of red blood cells

## The Respiratory System

1. Dyspnea
2. Alveoli
3. Epistaxis
4. Aspiration
5. U.R.I.

A. thin walled sacs
B. nosebleeds
C. difficult breathing
D. Upper respiratory infection
E. inhalation of foreign material

## The Digestive System

1. Emesis
2. Flatus
3. Jaundice
4. Gastritis
5. Feces

A. waste material
B. vomiting
C. inflammation of stomach
D. gas
E. yellow discoloration of skin

## The Urinary System

| | | | |
|---|---|---|---|
| 1. | Renal calculi | A. | decreased water in body tissue |
| 2. | Incontinent | B. | kidney stones |
| 3. | Frequency | C. | no control of bladder or bowel |
| 4. | Dehydration | D. | need to urinate often |
| 5. | Edema | E. | swelling of tissue |

## The Endocrine System

| | | | |
|---|---|---|---|
| 1. | Goiter | A. | secreted by endocrine glands |
| 2. | Hormones | B. | low level of glucose in blood |
| 3. | Mortality rate | C. | enlarged thyroid gland |
| 4. | Insulin shock | D. | too much sugar |
| 5. | Hyperglycemia | E. | proportion of deaths in population |

## The Nervous System

| | | | |
|---|---|---|---|
| 1. | Tetany | A. | paralysis of all extremities |
| 2. | CVA | B. | automatic response |
| 3. | Tremors | C. | stroke |
| 4. | reflex | D. | intermittent toxic spasms |
| 5. | quadriplegia | E. | uncontrolled trembling |

## The Sensory System

| | | | |
|---|---|---|---|
| 1. | Sclera | A. | produces tears |
| 2. | Olfaction | B. | pressure within the eye |
| 3. | Lacrimal gland | C. | ear drum |
| 4. | Tympanic membrane | D. | white of the eye |
| 5. | Glaucoma | E. | sense of smell |

## The Integumentary System

| | | | |
|---|---|---|---|
| 1. | Decubitus ulcer | A. | severe sensitivity reaction |
| 2. | Tactile sense | B. | bluish skin color |
| 3. | Anaphylactic shock | C. | profuse sweating |
| 4. | Cyanosis | D. | pressure sore |
| 5. | Diaphoresis | E. | feeling |

## The Reproductive System

| | | | |
|---|---|---|---|
| 1. | Mastectomy | A. | test to detect cancer |
| 2. | Herpes simplex II | B. | the pelvic floor |
| 3. | Testosterone | C. | male hormone |
| 4. | Pap smear | D. | removal of a breast |
| 5. | Perineum | E. | sexually transmitted disease |

## Cancer

| | | | |
|---|---|---|---|
| 1. | Carcinoma | A. | neoplasms |
| 2. | Chemotherapy | B. | 7 warning signals of cancer |
| 3. | Tumors | C. | Spread of cancer |
| 4. | CAUTION | D. | Malignant growth |
| 5. | Metastasis | E. | Treatment with drugs |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 7.0 Recognize and report abnormal signs and symptoms of common diseases and conditions of the body systems. | I. Introduction to Body Systems<br>A. Cells<br>1. Building blocks of the body<br>2. Microscopic in size<br>3. Structure<br>a. nucleus<br>b. cytoplasm<br>c. cell membrane | Badasch and Chesebro: P. 85-88<br>Caldwell and Hegner: P. 38-43<br>Hegner and Caldwell: P. 194-197<br>Hogan and Sorrentino: P. 60-61<br>Sorrentino: P. 54-56<br>Simmers: P. 45-48 |
| *7.1 Describe the relationship between cells, tissues, organs and systems of the body. | 4. Made of protoplasm<br>5. Common traits<br>a. come from preexisting cells<br>b. use food for energy<br>c. use oxygen to break down food | Will and Eighmy: P. 106-109<br>Select a picture of a cell from your text or another source and review the basic structure and function of the cell. |
| *7.1.1 List the three main parts of the cell. | d. use water to transport substances<br>e. grow and repair themselves<br>f. reproduce themselves by dividing<br>g. die<br>6. Metabolism is the work of the cell<br>7. Cells combine to form tissue | PSU: "Cell Biology: The Living Cell"<br>Schniedman, et al.: P. 188-195<br>Sormunen: P. 19-29 |
| *7.1.2 Identify the four categories of body tissues. | B. Tissues<br>1. Cells organized into tissue to carry on particular activities<br>2. Four distinct categories<br>a. epithelal tissue<br>(1) skin and membranes<br>(2) cells close together<br>(3) absorb, secrete and protect | Thibodeau and Anthony: P. 1-67<br>Fong, Ferris and Skelley: P. 1-64<br>Rice: P. 20-26<br>Cohen: P. 35-58<br>Ehrlich: P. 20-38 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. connective tissue<br>(1) holds other tissue together<br>(2) connects and supports<br>(3) bones, tendons, ligaments and cartilage<br>(4) blood | Have the class read an introductory chapter on structure and function of the body from a reference book. |
| | c. nerve tissue<br>(1) brain, spinal cord and nerves<br>(2) eyes, ears, tastebuds<br>(3) directs and coordinates all body activities | Discuss the function of the different types of tissue and give examples of where, in the body, the tissue would be located. |
| | d. muscle tissue<br>(1) enables body to move<br>(2) forms walls of organs<br>(3) types<br>(a) cardiac - heart<br>(b) visceral/smooth - stomach and intestines<br>(c) skeletal - attached to bones<br>3. Groups of tissues from organs | Caldwell and Hegner: P. 75-76<br>Quiz/Test/Study Questions<br>Sorrentino: P. 80-81<br>Quiz/Test/Study Questions<br>Hogan and Sorrentino: P. 87-88<br>Quiz/Test/Study Questions |
| *7.1.3 List the various organs of the body. | C. Organs<br>1. Made up of several types of tissue<br>2. Carry on special functions<br>3. Some organs in pairs - kidneys and lungs<br>4. Heart, brain, liver, stomach (organs)<br>5. Organs combine to form systems | List other organs found in the human body.<br>Rice: P. 26-27<br>Quiz/Test/Study Questions<br>Ehrlich: P. 32-38<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
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| *7.1.4 Identify the systems of the body. | D. Systems<br>1. Group of organs that perform a certain function by working together<br>2. Body systems<br>a. skeletal<br>b. muscular<br>c. circulatory<br>d. respiratory<br>e. digestive<br>f. urinary<br>g. endocrine<br>h. nervous<br>i. reproductive<br>j. integumentary<br>k. sensory<br>3. Systems combine to form the human body | Assign short oral reports to the class on:<br>Planes of the body.<br>Cavities of the body.<br>Membranes of the body.<br>Directions of the body.<br>Require pictures from a reference of their choice be used to support the report.<br>Thibodeau and Anthony: P. 18-19<br>Quiz/Test/Study Questions<br>Differentiate between:<br>Superior and inferior.<br>Ventral and dorsal.<br>Medial and lateral.<br>Proximal and distal.<br>Sormunen: P. 24-26, 28-29<br>Quiz/Test/Study Questions<br>Simmers Workbook: P. 15-19<br>Quiz/Test/Study Questions |
| *7.2 Describe and discuss the generalized functions of the skeletal system. | II. The Skeletal System<br>A. Comprises the bony framework of the body<br>B. 206 bones<br>C. Functions<br>1. Support<br>2. Protect<br>3. Movement | Badasch and Chesebro: P. 91-95<br>Will and Eighmy: P. 153-160<br>Caldwell and Hegner: P. 53-58<br>Hogan and Sorrentino: P. 64, 405, 413-420<br>Johnson-Pawlson and Goodwin: P. 243-249<br>Sorrentino: P. 57-59, 400, 410-417<br>Schniedman, et al.: P. 204-207 |

| Objectives | Course Content | Learning Activities |
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| | 4. Mineral Storage<br>5. Hemopoiesis | Simmers: P. 52-55<br>Hegner and Caldwell: P. 257-296 |
| *7.2.2 Identify examples of the four different types of bones. | D. Types of bones<br>1. Long - arms and legs<br>2. Flat - skull and ribs<br>3. Irregular - spinal column<br>4. Short -wrist and ankle | Fang, Ferris and Skelley: P. 78-109<br>Thibodeau and Anthony: P. 88-126 |
| | E. Joints - point where bones meet<br>1. Immovable - cranium<br>2. Slightly moveable - vertebral discs<br>3. Freely moveable - shoulder, knee, wrist | Cohen: P. 340-360<br>Rice: P. 47-70<br>Ehrlich: P. 39-62<br>Sormunen: P. 79-87 |
| | F. Composition of joints<br>1. Ligament - connects bone to bone<br>2. Tendon - connects muscle to bone<br>3. Bursa - fluid filled sac that allows bones to move easily over others<br>4. Cartilage - pad or cushion at end of bones and between bones | |
| 7.2.3 Discuss the common disorders of the skeletal system. | G. Common disorders<br>1. Kyphosis - forward curving of the spine - hunchback<br>2. Scoliosis - S-shaped curving of the spine<br>3. Lordosis - concave curvature of the spine<br>4. Rickets - soft bones, lack of calcium and phosphorus<br>5. Osteoporosis - porous bone that breaks easily | Assign a common disorder to each member of the class and have them prepare a short oral report on the condition.<br>Mulvihill: P. 321-336 |

| Objectives | Course Content | Learning Activities |
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| | 6. Osteomyelitis - infection of the bone<br>7. Degenerative joint disease - changes in structure of bone usually occuring in elderly people | |
| | 8. Fracture - break in a bone<br>a. simple - bone broken, skin intact<br>b. compound - bone broken, penetrates skin<br>c. comminuted - bone broken, fragments in tissue<br>d. greenstick - incomplete break | Discuss fracture treatment - reduction and immobilization.<br>Have the class share personal experiences with skeletal disorders. |
| | 9. Arthritis - inflammation of the joints<br>a. osteoarthritis<br>(1) usually affects weight bearing joints - knee, hips, vertebrae and fingers<br>(2) aching, stiffness, limited motion | PSU: "Arthritis: Riddle of the Joints" |
| | b. rheumatoid arthritis<br>(1) causes inflammation, deformity and crippling<br>(2) joints painful, stiff, swollen, red and warm<br>(3) medications required for pain relief | Simmers Workbook: P. 22-25 Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 84-87 Quiz/Test/Study Questions |
| | 10. Dislocation - displacement of one or more bones of a joint | Hegner Workbook: P. 150-155 Quiz/Test/Study Questions |
| | 11. Sprain - stretched or torn ligaments or tendons<br>12. Bursitis - inflammation of bursa causing pain on movement | |

| | Objectives | Course Content | Learning Activities |
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| 7.2.4 | Review and discuss the changes that take place in the skeletal system, due to aging. | H. Aging changes<br>1. Bones become more porous or brittle<br>2. Joints are less flexible<br>3. Postural changes<br>4. Awkward walking patterns<br>5. Slowed recovery from position changes and sudden movements | Have the class relate these changes to residents seen in a nursing home.<br>PSU: "The Living Body: 25-Aging" |
| 7.2.5 | List observations that would indicate a skeletal system disorder. | I. Observations to report<br>1. Slow and unsteady body movement<br>2. Difficulty holding objects<br>3. Pain in joints<br>4. Swelling, redness and warmth at joints<br>5. Pain with movement<br>6. Inability to move<br>7. Breaks in skin or bulging area in skin<br>8. A.M. stiffness<br>9. After a fall, get help, and don't move the injured area<br>10. Cast concerns<br>a. pain<br>b. swelling<br>c. pale skin<br>d. cyanosis<br>e. odor<br>f. inability to move toes or fingers<br>g. numbness<br>h. temperature changes<br>i. drainage<br>j. chills, fever, nausea, vomiting<br>11. Headaches<br>12. Aching pains | Fasano: P. 250-251<br>Practice charting observations on facility chart forms.<br>Sorrentino: P. 413<br>Quiz/Test/Study Questions can be found in the following references:<br>Ehrlich: P. 56-62<br>Rice: P. 60-61<br>Thibodeau and Anthony: P. 125-127<br>Fong, Ferris and Skelley: P. 87-88, 100-102, 107-109<br>Sormunen: P. 92-93, 97-98, 101-103 |

| Objectives | Course Content | Learning Activities |
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| *7.3 Identify the functions of muscles. | III. The Muscular System<br>A. Provides the body with the ability to move<br>B. Over 650 different muscles that comprise nearly half our body weight<br>C. Functions<br>1. Allow us to move<br>2. Help the body stay erect - posture<br>3. Produce most of the body's heat<br>4. Give the body form<br>5. Movement of internal organs | Hogan and Sorrentino: P. 64<br>Caldwell and Hegner: P. 53-58<br>Will and Eighmy: P. 170-189<br>Badasch and Chesebro: P. 96-98<br>Hegner and Caldwell: P. 257-296<br>Sorrentino: P. 59-61, 400, 410-417<br>Simmers: P. 55-59 |
| *7.3.2 Discuss the various types of muscle tissue. | D. Types of muscles<br>1. Skeletal muscle<br>a. striped or striated<br>b. voluntary muscle<br>c. provides movement to limbs<br>d. allows us to talk, breathe, eat, dance, write<br>2. Smooth (visceral) muscle<br>a. involuntary muscle<br>b. found in walls of internal organs<br>c. moves food along alimentary canal<br>d. contracts the uterus during childbirth<br>e. controls the diameter of blood vessels<br>3. Cardiac muscle<br>a. found only in heart<br>b. involuntary | Johnson-Pawlson and Goodwin: P. 243-249<br>Fong, Ferris and Skelley: P. 111-136<br>Thibodeau and Anthony: P. 128-153<br>Ehrlich: P. 63-82<br>Rice: P. 71-86<br>Cohen: P. 324-339<br>Simmers Workbook: P. 26-27 Quiz/Test/Study Questions<br>Sormunen: P. 87-114<br>Schniedman, et al.: P. 202-204 |

| Objectives | Course Content | Learning Activities |
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| | c. pumps blood throughout the body<br>d. maintains a rhythm of 72 beats per minute<br>4. Sphincter muscles<br>a. circular muscles in walls of anus and urethra<br>b. open and close to allow passage of waste | Use a diagram of the muscular system to point out some of the major muscles.<br>Quiz/Test/Study Questions can be found in the following references:<br>Ehrlich: P. 76-82<br>Rice: P. 79-80<br>Thibodeau and Anthony: P. 150-153<br>Fong, Ferris and Skelley: P. 115-116, 120-121, 130-131, 133-136<br>Sormunen: P. 92-93, 97-98, 101-103 |
| 7.3.3 Review the common disorders of the muscular system. | E. Common disorders<br>1. Paralysis - loss of voluntary movement<br>2. Muscular dystrophy - weakness and atrophy of muscles<br>3. Multiple sclerosis - muscles useless due to damage to nerves that control them<br>4. Atrophy - muscle mass decreases in size<br>5. Contracture - permanent shortening of muscle. Joints become ankylosed (frozen)<br>6. Muscle strain - trauma caused by violent contraction<br>7. Myalgia - muscle pain<br>8. Torn muscle - tear caused by trauma | Discuss ways to prevent contractures.<br>Mulvihill: P. 336-339 |
| 7.3.4 Discuss the changes to the muscular system that occur with aging. | F. Aging changes<br>1. Poorer response to stimuli<br>2. Pain when moving so don't use muscles as often<br>3. Less active<br>4. Lose muscle strength and bulk<br>5. Slower muscle - nerve interaction | Have the class relate these changes to elderly relatives or individuals they know. |

| Objectives | | Course Content | Learning Activities |
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| 7.3.5 | Identify observations indicative of a muscular disorder that should be reported. | G. Observations to report<br>1. Difficulty holding or lifting objects<br>2. Inability to move a body part<br>3. Difficulty walking<br>4. Loss of muscle strength and tone<br>5. Edema of tissue or joint<br>6. Muscle pain<br>7. General weakness and fatigue<br>8. Slow unsteady body movement | Fasano: P. 250-251<br>Caldwell and Hegner: P. 58<br>Will and Eighmy Workbook: P. 93-94 Quiz/Test/Study Questions<br>Hegner and Caldwell: P. 294-296 Quiz/Test/Study Questions |
| *7.4 | List the parts of the circulatory system through which blood flows. | IV. The Circulatory System<br>A. Supplies cells needs and is essential to all organs and systems<br>1. Arteries carry blood with oxygen and nutrients to cells<br>2. Veins carry waste products away from the cells<br>3. Circulation is the continuous one way movement of blood throughout the body<br>B. Blood<br>1. Connective tissue<br>2. Adult - 5 to 6 quarts<br>3. Fluid portion<br>a. plasma<br>b. 90% water<br>c. substances suspended in plasma<br>(1) blood proteins<br>(2) nutrients | Badasch and Chesebro: P. 99-102<br>Hogan and Sorrentino: P. 71-79, 405, 429-432<br>Sorrentino: P. 68-72, 400-401, 426-430<br>Will and Eighmy: P. 281-301<br>Hegner and Caldwell: P. 328-353<br>Caldwell and Hegner: P. 47-53, 437-443<br>Simmers: P. 59-62<br>Johnson-Pawlson and Goodwin: P. 216-222<br>Fong, Ferris and Skelley: P. 138-176<br>Thibodeau and Anthony: P. 234-283<br>Cohen: P. 94-116<br>Rice: P. 103-123<br>Ehrlich: P. 83-106<br>Sormunen: P. 167-210<br>Schniedman, et al.: P. 258-262 |

| Objectives | Course Content | Learning Activities |
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| | (3) mineral salts - calcium and sodium<br>(4) carbon dioxide and oxygen<br>(5) hormones and enzymes<br>(6) waste products of cellular metabolism | Simmers Workbook: P. 28-31<br>Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 142-148<br>Quiz/Test/Study Questions |
| | 4. Blood cells<br>a. Red blood cells - erythrocytes<br>(1) produced in red bone marrow<br>(2) contains hemoglobin<br>(3) carries oxygen from blood to cells | Differentiate between red blood cells and white blood cells. |
| | b. White blood cells - leukocytes<br>(1) fight infection<br>(2) phagocytosis | Hegner Workbook: P. 145-149<br>Quiz/Test/Study Questions |
| | c. Platelets - thrombocytes<br>(1) fragments or pieces of cells<br>(2) contain an enzyme required for clotting to stop bleeding | Caldwell and Hegner: P. 443<br>Quiz/Test/Study Questions |
| *7.4.1 Discuss how the blood vessels relate to the pulse and blood pressure. | C. Blood vessels<br>1. Arteries<br>2. Arterioles<br>3. Capillaries<br>4. Venules<br>5. Veins | Divide into groups of two and practice counting each others pulse.<br>Hegner and Caldwell: P. 352-353<br>Quiz/Test/Study Questions |
| | D. Heart<br>1. Tissue (three layers)<br>a. endocardium - smooth, inner layer<br>b. myocardium - muscular middle layer - thickest of three layers | |

| Objectives | Course Content | Learning Activities |
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| | c. pericardium - double walled membrane, that covers outside of heart | Quiz/Test/Study Questions can be found in the following references: |
| *7.4.2 Identify the four chambers of the heart on a diagram of the heart. | 2. Chambers<br>a. heart divided into right and left side<br>b. atria - upper chambers - receive blood<br>c. ventricles - lower chambers - pump blood to body<br>d. four chambers<br>(1) right atrium - receives blood from two large veins<br>(a) superior vena cavae<br>(b) inferior vena cavae<br>(2) right ventricle - receives blood from right atrium and pumps it to lungs through pulmonary artery<br>(3) left atrium - receives oxygeniated blood from the left and right pulmonary veins<br>(4) left ventricle - pumps blood to aorta, which delivers blood to all body parts (except lungs) | Ehrlich: P. 100-106<br>Rice: P. 115-116<br>Thibodeau and Anthony: P. 248-251, 280-283<br>Fong, Ferris and Skelley: P. 141-142, 149-150, 153-154, 156-157, 162, 173-176<br>Cohen: P. 110-116<br>Sormunen: P. 172-174, 178-179, 197-199 |
| | 3. Valves<br>a. located at entrance and exit of each ventricle<br>b. four heart valves | Discuss the purpose of the heart valves. |

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| | 4. Heartbeat<br>a. systole - contraction of the heart<br>b. diastole - relaxation<br>c. blood pressure - highest and lowest pressure against walls of blood vessels<br>d. pulse - expansion and contraction of an artery, felt by placing fingers over artery | Describe the placement of the blood pressure cuff when taking a residents blood pressure. |
| 7.4.3 Review the care of the resident with a pacemaker. | 5. Pacemaker therapy<br>a. electronic device that initiates and maintains the heart rate<br>b. nursing care | Will and Eighmy: P. 295-296 |
| | (1) wear loose fitting clothing around pacemaker area<br>(2) report pain or redness around area | Medcom: "Living With a Pacemaker" |
| | (3) carries or wears pacemaker I.D. card or bracelet<br>(a) doctors name<br>(b) type and model # of pacemaker<br>(c) rate<br>(d) hospital where implanted<br>(e) manufacturers name | Identify the pacemaker clinic or transtelephone monitoring areas in your community.<br>Ask a resident to discuss their pacemaker with the class. |
| | (4) report immediately changes in pulse rate, shortness of breath, dizziness, chest pain<br>(5) pulse checked daily<br>(6) avoid close contact with<br>(a) microwave ovens<br>(b) arc welders<br>(c) large electrical generators<br>(d) electric cautery<br>(e) diathermy equipment | Suggest a reason why the pulse rate is checked daily. |

| Objectives | Course Content | Learning Activities |
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| | (7) In most instances electrical interference is no longer a problem | |
| 7.4.4 Discuss the common disorders of the Cardiovascular System. | E. Common disorders<br>1. Aneurysm - weakened section in wall of artery.<br>2. Arteriosclerosis - walls of ateries become thick and harden<br>3. Congenital heart disease - abnormalities of heart present from birth<br>4. Heart murmur - heart valve that doesn't close completely | Select a common disorder of the circulatory system and write a paragraph about the condition. |
| | 5. Hypertension - high blood pressure<br>6. Peripheral vascular disease - decrease in flow of blood to extremities and brain | Discuss the treatment for high blood pressure. |
| | 7. Angina pectoris - chest pain<br>8. Varicose veins - enlarged, twisted veins<br>9. Congestive heart failure - circulatory congestion caused by cardiac disorders | Mulvihill: P. 87-124 |
| | 10. Myocardial infarction (M.I.) - heart attack due to blockage in coronary arteries<br>11. Anemias - low red blood cell counts<br>12. Thrombus - blood clot<br>13. Phlebitis - inflammation of veins<br>14. Atherosclerosis - fatty deposits on walls of arteries that reduce blood flow<br>15. Leukemia - cancer of the blood, increased number of poor quality white blood cells | Explain what action nurse aides should take if they believe a resident is having a heart attack. |

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| 7.4.5 Review the changes that occur in the cardiovascular system with aging. | F. Aging changes<br>1. Heart muscle less efficient<br>2. Blood pumped with less force<br>3. Arteries lose elasticity and become narrow<br>4. Blood pressure increases<br>5. Blood chemistry is less efficient<br>6. Capillaires become more fragile | Caldwell and Hegner: P. 52-53<br>Hogan and Sorrentino: P. 405<br>Will and Eighmy: P. 285-286 |
| 7.4.6 Discuss the importance of reporting observations that relate to the cardiovascular system. | G. Observations to report<br>1. Changes in pulse and blood pressure rate<br>2. Skin color changes<br>3. Changes in skin temperature - coldness<br>4. Dizziness and headaches<br>5. Pain in chest or other body part<br>6. Edema in feet and legs<br>7. Shortness of breath<br>8. Indigestion<br>9. Sweating<br>10. Blue color to lips and/or nail beds<br>11. Tingling sensations<br>12. Memory lapses<br>13. Lack of energy<br>14. Irregular respirations<br>15. Anxiety<br>16. Staring and lack of responsiveness | Fasano: P. 249<br>Practice charting observations that would indicate a problem with the cardiovascular system.<br>Discuss indigestion as a cardiac symptom. |

| Objectives | Course Content | Learning Activities |
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| *7.5 Review the structure of the respiratory system. | V. The Respiratory System<br>A. Respiration means to breathe<br>B. Exchange of oxygen and carbon dioxide necessary for life<br>C. Process<br>1. External respiration - oxygen and carbon dioxide exchanged between lungs and blood<br>2. Internal respiration - oxygen and carbon dioxide exchanged between blood stream and cells<br>D. Structure<br>1. Nose - lined with mucous membrane<br>a. air filtered by cilia<br>b. mucous membrane warms and moistens air<br>2. Oral cavity - mouth<br>3. Pharynx - throat<br>4. Larynx - voice box<br>5. Trachea - windpipe<br>6. Bronchi - right and left<br>7. Bronchioles - smallest branches of bronchi<br>8. Alveoli - air sacs covered with capillaries<br>9. Lungs<br>a. right - 3 lobes<br>b. left - 2 lobes<br>10. Pluera - membrane that encloses lung<br>11. Diaphragm - muscle that seperates the chest and abdomen<br>a. contraction - draws air into lungs<br>b. relaxation - forces air out of lungs | Badasch and Chesebro: P. 103-106<br>Will and Eighmy: P. 264-280<br>Simmers: P. 70-72<br>Hogan and Sorrentino: P. 75, 78-79, 405, 428-429<br>Caldwell and Hegner: P. 428-436<br>Johnson-Pawlson and Goodwin: P. 209-214<br>Sorrentino: P. 71-72, 401, 425-426<br>Hegner and Caldwell: P. 406-426<br>Schniedman, et al.: P. 262-264<br>Thibodeau and Anthony: P. 332-359<br>Fong, Ferris and Skelley: P. 203-208<br>Rice: P. 141-159<br>Cohen: P. 142-161<br>Ehrlich: P. 127-144<br>Divide the class into groups of two and practice counting respirations.<br>Sormunen: P. 241-260 |

| Objectives | Course Content | Learning Activities |
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| 7.5.1 Review common disorders of the Respiratory system. | E. Common disorders<br>1. Upper respiratory infection (URI) - infection of trachea, larynx, throat or nose<br>2. Pneumonia - inflammation or infection of the lungs<br>3. Emphysema - alveoli become stretched and can't push $CO_2$ out of lungs<br>4. Asthma -spasms of bronchial tube walls causing narrowing of air passages<br>5. Tuberculosis - infectious disease that attacks the lungs<br>6. Hay fever - allergic reaction to dust, plants or food<br>7. Influenza - highly contagious URI<br>8. Pleurisy - inflammation of the pleura surrounding the lungs<br>9. Bronchitis - inflammation of the bronchi or air tubes in the lungs<br>10. Lung cancer - malignant tumors in the lungs that destroy tissue | Have the class develop short case studies for presentation that would allow other class members to identify the importance of the disorder.<br>Mulvihill: P. 189-216<br>Quiz/Test/Study Questions can be found in the following references:<br>Ehrlich: P. 138-144<br>Rice: P. 152-159<br>Thibodeau and Anthony: P. 357-359<br>Fong, Ferris and Skelley: P. 206, 212-213, 225-228<br>Sormunen: P. 245-246, 250<br>Simmers Workbook: P. 40-42 Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 137-141 Quiz/Test/Study Questions |
| 7.5.2 Describe aging changes that occur in the respiratory system. | F. Aging changes<br>1. Lung tissue becomes less elastic<br>2. Respiratory muscles weaken<br>3. Decrease in number of alveoli<br>4. Chest wall and structures become more rigid<br>5. Respirations increase<br>6. Voice higher pitched and weaker due to changes in larynx | Hegner Workbook: P. 140-144 Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 435-436 Quiz/Test/Study Questions |

| | Objectives | Course Content | Learning Activities |
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| 7.5.3 | List eight respiratory observations that should be reported. | G. Observations to report<br>1. Rate and rhythm of respirations<br>2. Respiratory secretions - character<br>3. Character of cough<br>4. Changes in skin color - pale or bluish gray<br>5. Temperature changes<br>6. Difficulty breathing<br>7. Color of sputum<br>8. Pain in chest, back, sides<br>9. Shortness of breath<br>10. Noisy respirations<br>11. Sneezing<br>12. Gasping for breath<br>13. Anxiety | Hegner and Caldwell: P. 424-426<br>Quiz/Test/Study Questions<br>Have the class write a definition for cyanosis. |
| *7.6 | Recognize the functions of organs that make up the digestive system. | VI. Digestive System<br>A. Gastrointestinal system/alimentary tract<br>B. Extends from mouth to anus<br>C. Functions<br>1. Digestion<br>2. Absorption<br>D. Structure<br>1. Mouth<br>a. mechanical breakdown of food - teeth<br>b. salivary gland secretes digestive enzyme<br>c. tongue - taste buds<br>d. esophagus carries food to stomach | Badasch and Chesebro: P. 107-110<br>Caldwell and Hegner: P. 68-70, 483-494<br>Johnson-Pawlson and Goodwin: P. 225-232<br>Simmers: P. 72-75<br>Schniedman, et al.: P. 294-297<br>Will and Eighmy: P. 190-199<br>Hegner and Caldwell: P. 354-377<br>Sorrentino: P. 72-73, 401<br>Hogan and Sorrentino: P. 79-80, 406<br>Sormunen: P. 261-285 |

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| | 2. Stomach - holds food until digestive juices chemically break it down into chyme | Ehrlich: P. 145-166<br>Rice: P. 87-102<br>Cohen: P. 162-180 |
| | a. fundus | |
| | b. body | Fong, Ferris and Skelley: P. 230-277 |
| | c. pylorus | Thibodeau and Anthony: P. 300-331 |
| | 3. Intestines | |
| | a. move food by peristalsis | Locate the cardiac sphincter and the pyloric sphincter on a diagram of the digestive system and explain the function of each. |
| | b. small intestine | |
| | (1) about 20 ft. long | |
| | (2) food digestion completed and nutrients absorbed into bloodstream | |
| | (3) Three parts | |
| | (a) duodenum | |
| | (b) jejunum | |
| | (c) ileum | |
| | c. large intestine | |
| | (1) 4 1/2 ft. long | Simmers Workbook: P. 43-45 |
| | (2) parts | Quiz/Test/Study Questions |
| | (a) cecum | |
| | (b) ascending colon | Will and Eighmy Workbook: P. 99-100 |
| | (c) transverse colon | Quiz/Test/Study Questions |
| | (d) descending colon | |
| | (e) sigmoid colon | Hegner Workbook: P. 168-171 |
| | (f) rectum - storage area for feces | Quiz/Test/Study Questions |
| | (g) anus - where fecal material is evacuated | |
| | (3) absorbs water, mineral salts and vitamins | |
| | (4) secretes mucus to aid in movement of feces | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *7.6.1 Name the accessory structures of the digestive system. | 4. Accessory structures<br>a. liver<br>(1) produces bile<br>(2) stores vitamins<br>(3) produces heparin<br>(4) produces antibodies<br>(5) removes poisons<br>b. gallbladder - stores bile liver produces<br>c. pancreas<br>(1) produces pancreatic juices that aid in chemical digestion<br>(2) manufactures insulin | Caldwell and Hegner: P. 494<br>Quiz/Test/Study Questions<br><br>Hegner and Caldwell: P. 375-377<br>Quiz/Test/Study Questions |
| 7.6.2 Discuss the common disorders of the digestive system. | E. Common disorders<br>1. Ulcers - a lesion or erasion of the lining of the stomach or small intestine<br>2. Hepatitis - inflammation of the liver<br>3. Cirrhosis - chronic disease of liver where scar tissue replaces liver tissue<br>4. Cholelithiasis - stones in the gallbladder<br>5. Pancreatitis - inflammation of the pancreas<br>6. Cholecystitis - inflammation of the gallbladder<br>7. Colitis - inflammatory disease of the colon<br>8. Hemorrhoids - enlarged veins in anal area<br>9. Constipation - inability to expel fecal material<br>10. Diarrhea - abnormally frequent watery bowel movements | Have the class gather information on hepatitis and submit a group written report.<br><br>Quiz/Test/Study Questions can be found in the following references:<br>Ehrilich: P. 161-166<br>Rice: P. 96-102<br>Thibodeau and Anthony: P. 329-331<br>Fong, Ferris and Skelley: P. 236-238, 244-245, 252-253, 257-258, 273-277<br><br>Sormunen: P. 267-268, 273-274, 276-278 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 11. Gastritis - inflammation of the stomach lining<br>12. Enteritis - inflammation of the intestines<br>13. Gastroenteritis - inflammation of the stomach lining and intestines<br>14. Cancer - occurs anywhere along digestive tract<br>15. Hernia - protrusion of organ through wall of cavity where it is normally contained<br>16. Diverticulosis - presence of many diverticula, which are small blind pouches that form in the lining and wall of the colon.<br>17. Diverticulits - inflammation of diverticula. | Cohen: P. 176-180<br>Mulvihill: P. 143-188<br>Suggest ways the nurse aide could encourage residents with poor appetites to eat. |
| 7.6.3 Identify normal changes in the digestive system as they relate to the aging process. | F. Aging changes<br>1. Decreased number of taste buds<br>2. Slowing of peristalsis causing constipation<br>3. Slower absorption of nutrients<br>4. Difficulty chewing and swallowing<br>5. Loss of bowel muscle tone<br>6. Decrease in amount of digestive enzymes and saliva production<br>7. Decreased appetite<br>8. Loss of teeth<br>9. Taste and smell are altered | Suggest a reason that would explain why some residents would add a lot of salt to their food. |
| 7.6.4 Discuss observations to report about the digestive system. | G. Observations to report<br>1. Stool color and consistency<br>2. Abdomen - soft or firm<br>3. Last bowel movement<br>4. Nausea and vomiting | Fasano: P. 250<br>Discuss fecal impactions and explain why the resident suffering from this type of constipation could have frequent, small amounts of diarrhea. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Blood in emesis or stool<br>6. Pain in stomach<br>7. Difficulty swallowing<br>8. Poor appetite<br>9. Constipation and diarrhea | |
| *7.7 Identify the major organs of the urinary system and give the generalized function of each. | VII. The Urinary System<br>A. Excretory/genitourinary/urogenital system<br>B. Organs of this system produce urine<br>C. Functions<br>1. Excretion of urine<br>2. Aid in maintenance of water balance<br>3. Regulate acid-base balance of body<br>D. Structure<br>1. Kidneys<br>a. purplish brown bean shaped organs<br>b. located at back of abdominal cavity<br>c. weigh 4-6 ounces each<br>d. function is to filter waste products from blood<br>e. capsule is the sac surrounding the kidney<br>f. cortex - outer part of kidney<br>g. medulla - inner part of kidney<br>h. nephron - filtering unit<br>2. Ureters - tubes that carry urine from kidneys to bladder | Caldwell and Hegner: P. 71-75, 495-504<br>Hogan and Sorrentino: P. 79-82, 405<br>Simmers: P. 75-77<br>Johnson-Pawlson and Goodwin: P. 233-241<br>Schniedman, et al.: P. 332-337<br>Badasch and Chesebro: P. 111-113<br>Will and Eighmy: P. 220-223<br>Hegner and Caldwell: P. 384-405<br>Sorrentino: P. 74-75, 221-241, 400-401<br>Thibodeau and Anthony: P. 360-377<br>Fong, Ferris and Skelley: P. 282-295<br>Sormunen: P. 307-330<br>Rice: P. 160-180<br>Cohen: P. 185-205<br>Ehrlich: P. 167-184 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Urinary bladder - muscular sac that expands to hold urine received from the kidney<br>4. Urethra - tube extending from bladder to outside of body | Invite a speaker to class to address renal dialysis or kidney transplants. |
| | E. Urine | |
| *7.7.1 Describe the appearance of normal urine. | 1. Yellow to amber<br>2. Clear appearance<br>3. Reaction - acid | Caldwell and Hegner: P. 504<br>Quiz/Test/Study Questions |
| | 4. Quantity 1000-1500 ml. per day<br>5. PH 5.0 to 7.0 | Hegner and Caldwell: P. 402-405<br>Quiz/Test/Study Questions |
| 7.7.2 Review the common disorders of the urinary system. | F. Common disorders | |
| | 1. Nephritis - inflammation of kidney due to infection<br>2. Cystitis - inflammation of bladder due to infection<br>3. Calculi - formation of stones | Mulvihill: P. 125-142 |
| | 4. Uremia - accumulation of urea in blood due to kidney disease<br>5. Urethritis - inflammation of the urethra or the glands of the urethra<br>6. Kidney failure - nephron unable to filter liquid waste from the blood<br>7. Urinary incontinence - inability to control urination<br>8. UTI - urinary tract infection<br>9. Retention - inability to empty the bladder<br>10. Hematuria - blood in the urine | Quiz/Test/Study Questions can be found in the following references:<br>Cohen: P. 197-202<br>Ehrlich: P. 178-184<br>Rice: P. 172-173<br>Thibodeau and Anthony: P. 375-377<br>Fong, Ferris and Skelley: P. 288-289, 292-295<br>Sormunen: P. 313-314, 317-319, 322-323 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 7.7.3 Discusss problems that might be seen in nursing home residents due to aging changes of the urinary system. | G. Aging changes<br>1. Decreased kidney size<br>2. Decreased elasticity of ureters, bladder and urethra<br>3. Muscle tone decreases<br>4. Diminished blood flow<br>5. Decreased ability of kidneys to concentrate urine<br>6. Difficulty emptying urinary bladder<br>7. Less efficient elimination<br>8. Enlarged prostate in males | |
| 7.7.4 Review observations, and practice charting observations to report about the urinary system. | H. Observations to report<br>1. Elevated temperature<br>2. Sugar and/or acetone in urine<br>3. Urine color<br>4. Burning on urination<br>5. Last time voided<br>6. Incontinence<br>7. Polyuria - excessive urination<br>8. Hematuria - blood in urine<br>9. Nocturia - urination at night<br>10. Dysuria - painful urination<br>11. Urine having strong odor<br>12. Frequent urination | Fasano: P. 250<br>Practice charting information to report on facility forms.<br>Simmers Workbook: P. 46-47 Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 112-114 Quiz/Test/Study Questions<br>Hegner Workbook: P. 172-175 Quiz/Test/Study Questions |
| *7.8 Name the endocrine glands and the functions of the endocrine system. | VIII. The Endocrine System<br>A. A gland is any organ that produces a secretion | Will and Eighmy: P. 302-311<br>Badasch and Chesebro: P. 114-116 |
| | B. Chemicals they produce are called hormones | Caldwell and Hegner: P. 58-61, 457-467 |
| | C. Functions of system | Hegner and Caldwell: P. 427-442 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Secrete hormones that regulate the body functions related to growth and development<br>2. Regulate body functions of metabolism and reproduction | Sorrentino: P. 79-80, 429<br>Hogan and Sorrentino: P. 86, 432-433<br>Simmers: P. 77-80<br>Johnson-Pawlson and Goodwin: P. 261-267 |
| | D. Categories<br>1. Exocrine glands secrete into ducts that lead either to other organs or out of the body<br>a. sweat glands of skin<br>b. salivary glands of mouth<br>c. digestive juices from gallbladder and pancreas<br>d. tears from lacrimal glands<br>e. sebum (oil) from sebaceous glands | Sormunen: P. 389-412<br>Fong, Ferris and Skelley: P. 332-364<br>Cohen: P. 250-265<br>Rice: P. 181-200<br>Thibodeau and Anthony: P. 204-231<br>Ehrlich: P. 245-262<br>Schniedman, et al.: P. 369-372 |
| | 2. Endocrine glands - ductless glands that secrete directly into the blood | Differentiate between endocrine and exocrine glands. |
| | a. pituitary - "master gland" of body<br>(1) hormones regulate metabolism<br>(2) stimulate other glands to secrete hormones<br>(3) located base of brain | Provide students with a diagram and have them label the endocrine glands. |
| | b. Thyroid - largest endocrine gland<br>(1) hormones regulate growth and metabolic rate | Caldwell and Hegner: P. 466-467<br>Quiz/Test/Study Questions |
| | (2) responsible for ones energy level<br>(3) located in the neck | Hegner and Caldwell: P. 441-442<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | c. parathyroid - two pairs located on either side of thyroid gland<br>(1) regulates levels of calcium and phosphorus in the body<br>(2) insufficient amounts of calcium lead to muscle spasms<br>(3) hypersecretion could lead to osteoporosis and/or kidney stones | Simmers Workbook: P. 48-49<br>Quiz/Test/Study Questions<br>Hegner Workbook: P. 156-161<br>Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 149-155<br>Quiz/Test/Study Questions |
| | d. thymus gland - two lobes<br>(1) larger in children than adults<br>(2) exact function not understood, but may be involved with immune system of body<br>(3) located in front of and above heart | |
| | e. pancreas<br>(1) located below and behind the stomach<br>(2) both endocrine and exocrine gland<br>(3) exocrine - digestive juices | Discuss the pancreas as both an endocrine and an exocrine gland. |
| | (4) endocrine hormones<br>(a) insulin<br>(b) glucagon<br>(5) regulates sugar and starch metabolism | Identify the Islets of Langerhans and the hormones they produce. |
| | f. adrenal - two glands located one over each kidney<br>(1) produce hormones that help the body react and adapt to stress in emergencies<br>(2) influence body sodium and potassium levels<br>(3) aid in metabolism of proteins, fats and carbohydrates | Discuss "fight" and "flight" and what our body does to prepare us for emergency situations |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | g. ovaries - female reproductive organs<br>(1) located on either side of uterus<br>(2) functions<br>(a) ovulation<br>(b) produce hormones estrogen and progesterone<br>h. testes - male reproductive organs<br>(1) located in the scrotum<br>(2) functions<br>(a) production of sperm<br>(b) production of hormone testosterone | Quiz/Test/Study Questions can be found in the following references:<br>Cohen: P. 256-263<br>Ehrlich: P. 255-262<br>Rice: P. 193-195<br>Sormunen: P. 396-397, 402-403, 406<br>Thibodeau and Anthony: P. 229-231<br>Fong, Ferris and Skelley: P. 359-364 |
| 7.8.1 Review the disorders of the endocrine system. | E. Disorders<br>1. Diabetes mellitus - a disorder of carbohydrate metabolism<br>a. 80% of diabetics over 40 years of age<br>b. incidence increases as people age<br>c. 5% of people over age 65 require treatment<br>d. U.S.A has highest morbidity and mortality rates<br>2. Hypoglycemia - low blood sugar<br>3. Hypothyroidism - underactivity of the thyroid gland causing slow metabolism resulting in fatigue and weight gain<br>4. Hyperthyroidism - overactivity of thyroid gland causing the person to be nervous, restless and irritable | Have the class differentiate between diabetic coma and insulin shock.<br>Define morbidity and mortality rates.<br>PSU: "Diabetes: Focus on Feelings"<br>Mulvihill: P. 217-262<br>Schniedman, et al.: P. 373-375, 382<br>Discuss diet and exercise as they relate to diabetes mellitus.<br>Will and Eighmy: P. 304-311 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Goiter - enlargement of thyroid gland frequently due to lack of iodine<br>6. Cushings syndrome - hypersecretion of adrenal glands<br>7. Addison's disease - hypersecretion of adrenal glands | Suggest reasons for diabetic residents to practice good care of their feet. |
| 7.8.2 Discuss aging changes in the endocrine system. | F. Aging changes<br>1. Decrease in thyroid, parathyroid and adrenal hormone secretions<br>2. Decreased glucose tolerance<br>3. Decrease in vaginal secretions<br>4. Decrease in body's ability to use insulin | Have the class bring in a sample of the best source of iodine. |
| 7.8.3 Discuss observations to report as they relate to the endocrine system. | G. Observations to report<br>1. Irritability and restlessness<br>2. Nervousness<br>3. Confusion<br>4. Weight loss<br>5. Muscle spasm - tetany<br>6. Edema<br>7. Excessive thirst<br>8. Sweet, fruity odor to breath<br>9. Headache<br>10. Drowsiness<br>11. Rapid, weak pulse<br>12. Low blood pressure<br>13. Nausea or vomiting<br>14. Flushed, dry, hot skin<br>15. Excessive urination | Discuss the clinical situation in Hegner and Caldwell: P. 442 or develop a clinical situation using observations about a diabetic resident. Have the class decide actions they would take based on their observations.<br>Relate dwarfism, giantism and acromegaly to the pituitary gland, and discuss the signs and symptoms of these conditions. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *7.9 Describe the structure of the two major parts of the nervous system. | IX. The Nervous System<br>A. Controls and organizes all body activities<br>B. Divided into two parts<br>1. Peripheral nervous system<br>2. Central nervous system<br>a. brain<br>b. spinal cord | Caldwell and Hegner: P. 62-68, 468-482<br>Badasch and Chesebro: P. 117-121<br>Johnson-Pawlson and Goodwin: P. 269-277<br>Will and Eighmy: P. 242-258<br>Sorrentino: P. 62-66, 400, 402, 417-420 |
| *7.9.1 Explain how damage to the nervous system differs from damage to other body systems. | C. Basic unit of structure - neuron or nerve cell<br>1. Most complex cell in body<br>2. Does not reproduce - if destroyed, it is not replaced<br>3. Parts of neuron<br>a. cell body contains nucleus<br>b. axons - carry impulses away from cell body<br>c. dendrites - carry impulses toward cell body<br>D. Nervous system enables you to<br>1. Speak<br>2. Hear<br>3. Taste<br>4. See<br>5. Smell<br>6. Think<br>7. Act<br>8. Learn<br>9. Remember | Simmers: P. 64-66<br>Hegner and Caldwell: P. 456-480<br>Hogan and Sorrentino: P. 64-70<br>Ehrlich: P. 185-204<br>Thibodeau and Anthony: P. 156-203<br>Cohen: P. 265-295<br>Rice: P. 201-234<br>Fong, Ferris and Skelley: P. 365-404<br>Provide a wall chart or diagram and have students locate the parts of the nervous system.<br>Sormunen: P. 413-445<br>Schniedman, et al.: P. 398-401 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | E. Structure<br>1. Central nervous system<br>a. brain<br>(1) cerebrum | Make a list of the functions of the various parts of the brain. |
| | (a) largest portion of brain<br>(b) responsible for judgement, memory, association and discrimination<br>(c) divided into left and right hemispheres | Consider why damage to one side of the brain could effect the opposite side of the body. |
| | (2) cerebellum<br>(a) section below the posterior part of cerebrum | Caldwell and Hegner: P. 482<br>Quiz/Test/Study Questions |
| | (b) responsible for coordination of muscles, balance and posture, and muscle tone | Hegner and Caldwell: P. 478-480<br>Quiz/Test/Study Questions |
| | (3) thalamus<br>(a) located below the cerebrum<br>(b) monitors sensory stimuli<br>(4) hypothalamus<br>(a) located below thalamus<br>(b) controls the autonomic nervous system, the cardiovascular system, body temperature, appetite, water balance, the GI system, sleep, emotional state | |

Objectives | Course Content | Learning Activities

(5) pons
    (a) part of brain stem
    (b) located at base of brain
    (c) responsible for reflex actions like chewing, and production of saliva
(6) medulla oblongata
    (a) lowest part of brain stem
    (b) connects with spinal cord
    (c) regulates heartbeat, respirations, swallowing, coughing, blood pressure

b. spinal cord
    (1) 18 inches long
    (2) extends from brain to small of back
    (3) carries messages to and from brain
    (4) relays messages to body through spinal nerves
    (5) handles reflexes

2. Peripheral nervous system
    a. autonomic nervous system
        (1) supplies structures and organs not under voluntary control
            (a) digestion
            (b) secretion of glands
            (c) heart beat

Simmers Workbook: P. 34-36
Quiz/Test/Study Questions

Will and Eighmy Workbook: P. 122-133
Quiz/Test/Study Questions

Hegner Workbook: P. 162-167
Quiz/Test/Study Questions

Quiz/Test/Study Questions can be found in the following references:

Rice: P. 222-224
Cohen: P. 287-292
Ehrlich: P. 198-204
Sormunen: P. 425-426, 429-430, 432-433
Thibodeau and Anthony: P. 192-193, 201-203
Fong, Ferris and Skelley: P. 370, 378-379, 384-385, 399-404

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (2) two divisions<br>(a) sympathetic - active during stress, danger, excitement or illness<br>(b) parasympathetic - in control when we are relaxed or sleeping - conserves energy | Mulvihill: P. 295-320 |
| 7.9.2 Discuss common disorders of the nervous system. | F. Common disorders<br>1. Stroke or cerebrovasular accident - damage to brain due to blood clot or hemorrhage<br>2. Epilepsy - abnormal electrical impulses in the brain resulting in seizures<br>3. Encephalitis - inflammation of the brain<br>4. Neuralgia - nerve pain<br>5. Shingles - blisters on nerves that cause pain<br>6. Alzheimer's disease - common cause of organic mental breakdown<br>7. Parkinson's syndrome - limited number of neurotransmitters in the brain stem and cerebellum<br>8. Multiple sclerosis - loss of insulation around central nervous system nerve fibers | Differentiate between paraplegia, quadriplegia and hemiplegia.<br>Schniedman, et al.: P. 409-411<br>Discuss the care of a resident after a stroke.<br>Have the class research Alzheimer's Disease and prepare a short paper on their findings.<br>Medcom: Cerebral Vascular Accident Series - 5 programs (CVA)<br>Medcom: "Spinal Cord Injury"<br>PSU: "Explosions In the Mind: Strokes" |
| 7.9.3 Describe normal changes in the nervous system as they relate to aging. | G. Aging changes<br>1. Loss of nerve/brain cells<br>2. Increase in reaction time<br>3. Changes in memory | AJN: "Multiple Sclerosis: Update and Management"<br>Role play ways to check a resident's reality orientation during a conversation with the resident. |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| | | 4. Receptors become less sensitive, so require stimuli for response.<br>5. Reduced sense of touch and sensitivity to pain<br>6. Reduced blood flow to brain<br>7. Forgetfulness | PSU: "Learning About Stroke" |
| 7.9.4 | Review observations to report that would indicate a disease of the nervous system. | H. Observations to report<br>1. Jerking motions<br>2. Speech changes<br>3. Numbness<br>4. Dizziness<br>5. Nausea<br>6. Confusion<br>7. Loss of feeling on one side<br>8. Incontinence<br>9. Deranged thought processes<br>10. Tremors<br>11. Muscular rigidity<br>12. Visual disturbances or changes<br>13. Paralysis<br>14. Seizures | Discuss things that health care workers can do to decrease a residents confusion. |
| *7.10 | Identify six functions of the sensory system. | X. Sensory System<br>A. Sensory neurons make one aware of changes in the environment<br>B. Changes known as stimuli<br>C. Functions of the sensory system<br>1. Vision<br>2. Hearing<br>3. Balance<br>4. Smell<br>5. Taste<br>6. Touch | Badasch and Chesebro: P. 118-121<br>Hegner and Caldwell: P. 463-465, 476-478<br>Simmers: P. 67-69<br>Will and Eighmy: P. 115-121<br>Caldwell and Hegner: P. 66-67, 480-481<br>Johnson-Pawlson and Goodwin: P. 277-282<br>Sorrentino: P. 65-66<br>Hogan and Sorrentino: P. 70-73<br>Schniedman, et al.: P. 401-403 |

Objectives | Course Content | Learning Activities

D. Structure
- 1. Eye controls the special sense of sight
  - a. protection
    - (1) located in the eye orbit or skull
    - (2) lids and lashes protect eye
    - (3) tears wash away foreign material
  - b. layers
    - (1) sclera - white of eye
      - (a) cornea - clear front portion
    - (2) choroid - second coating pigmented to keep light rays from scattering
    - (3) retina - inner coating that receives images and sends impulsis to the optic nerve
    - (4) optic nerve - receives picture and sends it to the brain
- 2. Ear
  - a. functions
    - (1) hearing
    - (2) equilibrium - balance
  - b. main parts
    - (1) outer
      - (a) pinna - visible part
      - (b) composed of cartilage
      - (c) produces wax for protection
      - (d) eardrum - tympanic membrane

Ehrlich: P. 205-224

Cohen: P. 297-323

Rice: P. 235-263

Fong, Ferris and Skelley: P. 386-399

Thibodeau and Anthony: P. 181-189
Sormunen: P. 489-532

Have the class label diagrams of the eye and ear

PSU: "Not Without Sight"

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (2) middle<br>(a) ossicles<br>(b) connected to throat by the eustachian tube<br>(3) inner ear<br>(a) canals that hold fluid necessary for balance<br>(b) transmits impulses from sound waves to auditory nerve which goes to the brain | Blindfold several students and have them test their sense of smell by using a variety of household fluids and food items for identification. (cloves, clorox, oranges, ammonia, etc.) |
| | 3. Sense of smell is associated with the lining of the upper part of the nose | Place white powders in similar containers and have the student identify them by using their sense of taste. (sugar, baking soda, salt, flour, etc.) |
| | 4. Sense of taste associated with the tongue<br>a. taste buds sensory nerve cells<br>b. differentiates - sweet, sour, bitter and salty tastes | |
| | 5. Skin associated with touch<br>a. allows recognition of objects, pressure, heat, cold, pain and pleasure | Blindfold students and have them identify a variety of objects by using their sense of touch. |
| 7.10.1 Discuss the common disorders of the sensory system. | E. Common disorders<br>1. Cataract - lens of eye loses its transparency | |
| | 2. Glaucoma - excess pressure in the eye due to an excess of aqueous humor | Speaker: Audiologist to discuss hearing loss. |
| | 3. Conjunctivitis - inflammation of the eyelid lining. | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Myopia - nearsightedness<br>5. Hyperopia - farsightedness<br>6. Astigmatism - blurred vision due to an irregularity in the cornea<br>7. Sty - tiny abscess at the base of an eyelash<br>8. Otitis media - infection of the middle ear<br>9. Hearing loss - partial or complete deafness<br>10. Presbyopia - lens of eye loses ability to focus clearly due to loss of elasticity of the lens. | |
| 7.10.2 Review the aging changes that take place in the sensory system. | F. Aging changes<br>1. Lens in eye becomes thick and cloudy<br>2. Lens becomes more yellow<br>3. Less light reaches inner eye<br>4. Hearing structures of ear stiffen<br>5. Soft wax production decreases<br>6. Progressive hearing loss of high pitched sounds<br>7. Decrease in peripheral vision and night vision<br>8. Eye adjusts more slowly to changes in distance<br>9. Sense of smell decreases<br>10. Decreased sense of taste (sweet and salty first)<br>11. Decreased awareness of touch, heat, cold, pain and pressure<br>12. Decreased accommodation to light and dark | Quiz/Test/Study Questions can be found in the following references:<br>Cohen: P. 314-320<br>Ehrlich: P. 219-224<br>Rice: P. 242-243, 257-258<br>Fong, Ferris and Skelley: P. 391-392, 395<br>Sormunen: P. 493-494, 498-499, 518-519, 522-523 |

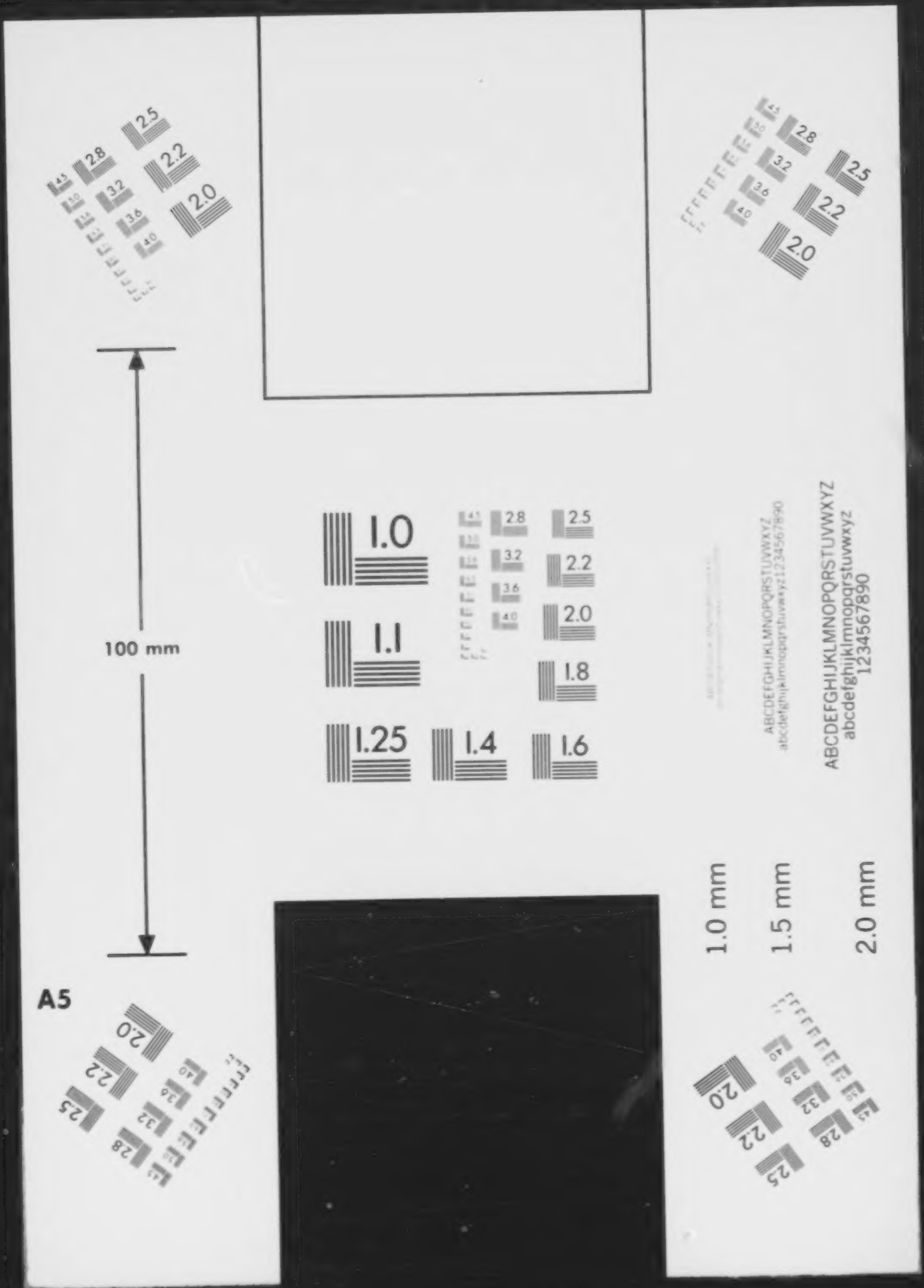
b. insulates the body

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| 7.10.3 | List observations about the sensory system that would be important to report. | G. Observations to report<br>1. Sclera (white of eye) reddened or yellow<br>2. Pupil - cloudy<br>3. Pain in or around ear or eye<br>4. Red, swollen eye lid<br>5. Drainage (color) from eyes<br>6. Difficulty seeing objects<br>7. Rainbows around lights<br>8. Drainage (color) from ear canal<br>9. Fluid or noise in ear (resident concern)<br>10. Flashes of light (detached retina) | Fasano: P. 251<br>Simmers Workbook: P. 37-39<br>Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 69-70<br>Quiz/Test/Study Questions |
| *7.11 | List four functions of the integumentary system. | XI. The Integumentary System<br>A. Skin is body's largest organ<br>B. Functions<br>1. Protects body from injury and pathogens<br>2. Regulates body temperature<br>3. Eliminates waste through perspiration<br>4. Senses touch, cold, heat, pain and pressure<br>5. Stores fat and vitamins for energy | Will and Eighmy: P. 122-124<br>Schniedman, et al.: P. 243-246<br>Johnson-Pawlson and Goodwin: P. 251-260<br>Hogan and Sorrentino: P. 61-63, 406<br>Sorrentino: P. 56-57, 400-402<br>Hegner and Caldwell: P. 297-327<br>Badasch and Chesebro: P. 126-127<br>Simmers: P. 50-52 |
| *7.11.1 | Identify and discuss the three layers of the skin. | C. Three layers<br>1. Epidermis - outer layer<br>2. Dermis - second layer<br>a. blood vessels<br>b. nerve fibers<br>c. sweat glands<br>d. oil glands<br>3. Subcutaneous - fatty tissue<br>a. adds protection and padding | Caldwell and Hegner: P. 43-45, 419-427<br>Thibodeau and Anthony: P. 68-85<br>Fong, Ferris and Skelley: P. 65-73<br>Ehrlich: P. 225-244<br>Cohen: P. 364-374<br>Rice: P. 31-46<br>Sormunen: P. 55-77 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | D. Hair and nails are appendages of skin | |
| 7.11.2 Discuss the common disorders of the skin. | E. Common disorders<br>1. Athletes foot - caused by a fungus, involves toes and soles of feet<br>2. Boils - caused by bacteria entering hair folicles or sebaceous glands<br>3. Eczema - red, itchy areas on the surface of the skin<br>4. Skin cancer - rapid growth of cells on skin that invade lymph glands, blood vessels, and connecting ducts<br>5. Dermatitis - inflammation of the skin<br>6. Acne - disease of the sebaceous glands<br>7. Warts - viral infection of skin<br>8. Burns - first, second or third degree depending on amount of skin tissue destroyed<br>9. Impetigo - a contagious skin infection<br>10. Pressure sores or decubitus ulcers - caused by poor circulation that destroys the skin and creates an ulcer or sore<br>11. Shingles - skin eruption due to virus infection of nerve endings<br>12. Gangrene - necrosis of tissue cells due to blockage of blood supply to an area, or from disease or direct injury | Simmers Workbook: P. 20-21<br>Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 74-77<br>Quiz/Test/Study Questions<br>Hegner Workbook: P. 135-139<br>Quiz/Test/Study Questions<br>Differentiate between first, second and third degree burns.<br>Discuss prevention of decubitus ulcers.<br>Mulvihill: P. 339-355<br>Quiz/Test/Study Questions can be found in the following references:<br>Ehrlich: P. 238-244<br>Rice: P. 41<br>Thibodeau and Anthony: P. 84-85<br>Sormunen: P. 60-61<br>Fong, Ferris and Skelley: P. 72-73<br>Cohen: P. 371-374 |
| 7.11.3 Review the normal aging changes that occur in the integumentary system. | F. Aging changes<br>1. Poorer circulation<br>2. Less active glands<br>3. Dryness, thinning and scaling of skin<br>4. Thickening of nails | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Loss of fat and elasticity of skin<br>6. Loss of hair color and thinning of hair<br>7. Development of skin tabs, moles and warts<br>8. Folds, lines and wrinkles in skin<br>9. Condition of nails | Caldwell and Hegner: P. 426-427 Quiz/Test/Study Questions<br>Hegner and Caldwell: P. 326-327 Quiz/Test/Study Questions<br>Sorrentino: P. 430-431 Quiz/Test/Study Questions |
| 7.11.4 Practice charting observations of the skin. | G. Observations to report<br>1. Break in skin<br>2. Rash<br>3. Itching<br>4. Black and blue areas<br>5. Redness<br>6. Ulcers or sores<br>7. Temperature of skin<br>8. Drainage from skin | Hogan and Sorrentino: P. 433-435 Quiz/Test/Study Questions<br>Practice charting observations on facility forms. |
| *7.12 Identify two functions of the reproductive system. | XII. The Reproductive System<br>A. Organs have dual functions<br>1. Produce reproductive cells<br>2. Produce hormones responsible for sex characteristics<br>a. females - estrogen and progesterone<br>b. males - testosterone<br>B. Structure in males<br>1. Testes<br>a. two organs located in scrotum<br>b. produce sperm<br>c. produce testosterone | Hegner and Caldwell: P. 443-455<br>Will and Eighmy: P. 312-316<br>Simmers: P. 80-85<br>Sorrentino: P. 76-79<br>Hogan and Sorrentino: P. 82-86<br>Badasch and Chesebro: P. 122-125<br>Caldwell and Hegner: P. 73-75, 505-518<br>Schniedman, et al.: P. 385-389 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *7.12.1 List the male reproductive organs. | 2. Epididymis<br>a. 20 ft. long tube coiled inside the scrotal sac<br>b. stores sperm and allows them to mature | |
| | 3. Vas deferens<br>a. spermatic cord<br>b. passageway for sperm<br>c. tubes cut during vasectomy | |
| | 4. Seminal vesicles<br>a. located behind bladder<br>b. produce secretion that nourishes sperm and adds to volume of semen | Sormunen: P. 331-371<br>Ehrlich: P. 263-288<br>Cohen: P. 206-229<br>Rice: P. 264-298 |
| | 5. Prostate gland<br>a. surrounds the urethra<br>b. produces secretion that maintains mobility of sperm<br>c. enlargement common in older men | Fong, Ferris and Skelley: P. 297-330<br>Thibodeau and Anthony: P. 380-407 |
| | 6. Urethra<br>a. tube extending from bladder to outside of body | Have the class label a diagram of the male and female reproductive system. |
| | 7. Penis<br>a. external reproductive organ<br>b. provides for elimination of urine | Kelly Workbook (1987): P. 13-24<br>Quiz/Test/Study Questions |
| *7.12.2 List the female reproductive organs. | C. Structure in females<br>1. Ovaries<br>a. two organs located in pelvic cavity<br>b. produce ova | Kelly Workbook (1988): P. 14-28<br>Quiz/Test/Study Questions |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| Objectives | Course Content | Learning Activities |
|---|---|---|
| | c. produce hormones<br>d. ovulation occurs monthly<br>2. Fallopian tubes<br>a. 5 inches long<br>b. attached to uterus<br>c. serve as passageway for ovum<br>d. fertilization usually occurs in tubes<br>3. Uterus<br>a. located behind bladder<br>b. organ of menstruation<br>c. houses and nourishes fertilized ovum<br>d. contracts to expel fetus during birth<br>4. Vagina<br>a. birth canal<br>b. passageway for menstrual flow<br>5. Bartholins glands<br>a. secrete mucous for lubrication during intercourse<br>6. Breasts or mammary glands<br>a. secrete milk after childbirth | Simmers Workbook: P. 50-52<br>Quiz/Test/Study Questions<br><br>Will and Eighmy Workbook: P. 156-158<br>Quiz/Test/Study Questions<br><br>Hegner Workbook: P. 176-180<br>Quiz/Test/Study Questions<br><br>Quiz/Test/Study Questions can be found in the following references:<br><br>Cohen: P. 224-229<br>Ehrlich: P. 283-288<br>Rice: P. 294-295<br>Sormunen: P. 335, 338, 353, 358-359<br>Thibodeau and Anthony: P. 389-391, 405-407<br>Fong, Ferris and Skelley: P. 301-302, 311-313, 327-330 |
| 7.12.3 Discuss common disorders of the reproduction system. | D. Common disorders<br>1. Fibroid tumors - usually benign and produce no symptoms. (Common in women over age 50)<br>2. Amenorrhea -absence of menstruation in women. | Have the class give short oral reports on common reproductive disorders.<br><br>Mulvihill: P. 263-293 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Rectocele and cystocele - hernias<br>a. rectocele - weakening of wall between vagina and rectum<br>1. constipation results<br>2. hemorrhoids form<br>b. cystocele - weakening of wall between urethra and vagina<br>(1) cause urinary incontinence<br>4. Vulvovaginitis - caused by fungus infection - inflammation and itching | Have classmembers select a disease and develop a case study on a fictitious patient who has had the disease. |
| | 5. Tumors - benign and malignant of the uterus and ovaries and breasts<br>a. pap smear<br>b. self breast exams<br>c. biopsy<br>6. Sexually transmitted diseases<br>a. gonorrhea<br>b. syphilis<br>c. herpes<br>d. AIDS | Have the class work in small groups to prepare short reports on sexually transmitted diseases. |
| | 7. Orchitis - inflammation of testes<br>8. Phimosis - tightness of foreskin over end of penis | Caldwell and Hegner: P. 515-518<br>Quiz/Test/Study Questions |
| | 9. Prostatic hypertrophy - enlargement of prostate gland<br>10. Pelvic inflammatory disease (PID) inflammatory disease of female pelvic organs | Hegner and Caldwell: P. 454-455<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 7.12.4 Relate changes in the reproductive system to the normal aging process. | E. Aging changes<br>1. Decrease in size of testes<br>2. Decreased production of sperm<br>3. Delayed or less forceful ejaculation<br>4. Sexual response slower<br>5. Enlargement of prostate<br>6. Slowing down process of sexual desire<br>7. Breasts sag<br>8. Menopause<br>9. Vaginal secretions decrease<br>10. Tissue of vaginal lining thins<br>11. Decreased hormone production<br>12. Vulva loses hair | Discuss the body changes that take place with menopause. |
| 7.12.5 Discuss observations about the reproductive system that should be reported. | F. Observations to report<br>1. Bleeding<br>2. Pain<br>3. Discharge<br>4. Itching<br>5. Lumps<br>6. Pain<br>7. Difficulty voiding<br>8. Burning on urination<br>9. Urinary frequency<br>10. Difficulty starting urine stream<br>11. Nocturnal frequency<br>12. Irritation and swelling | Residents may find it difficult to share symptoms related to the reproductive system. Role play a conversation that would help you learn more about the resident's condition, if you suspected a disorder of this system. |
| 7.13 Define and discuss cancer. | XIII. Cancer - Second Leading Cause of Death | Will and Eighmy: P. 109-112 |
| | A. Definition - a form of cellular disorder in which the normal functions of the cell that control the rate of growth, cell division and movement are disturbed | Sorrentino: P. 409-410<br>Hogan and Sorrentino: P. 412-413<br>Mulvihill: P. 19-29 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Cancer cells can originate in any body tissue and metastasize | Hegner and Caldwell: P. 206-209<br>Schniedman, et al.: P. 198-199 |
| | C. Two main types<br>1. Carcinoma<br>a. skin<br>b. lining of hollow organs and passageways<br>2. Sarcoma<br>a. bone<br>b. muscle<br>c. lymph system<br>d. cartilage | Contact the American Cancer Society for pamphlets on cancer. |
| *7.13.1 List two types of tumors and explain how they are different. | D. Tumor - a new growth of abnormal cells<br>1. Benign tumor<br>a. grows slowly<br>b. localized area<br>2. Malignant tumor<br>a. grows rapidly<br>b. invades other tissues<br>c. cause death if not treated and controlled | Have a speaker address the class on cancer. Many local units of the American Cancer Society sponsor a nurse of hope to address the public.<br>Discuss smoking as it relates to cancer and other carcinogens. |
| | E. Most common sites<br>1. Lungs<br>2. Colon<br>3. Rectum<br>4. Breast<br>5. Prostate<br>6. Uterus | Plan a field trip and tour a radiation therapy facility if one exists in your community. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 7.13.2 List the seven warning signals of cancer. | F. Seven early warning signs of cancer<br>1. Change in bowel or bladder habits<br>2. A sore that does not heal<br>3. Unusual bleeding or discharge<br>4. Thickening or lump in breast or elsewhere<br>5. Indigestion or difficulty in swallowing<br>6. Obvious changes in a wart or mole<br>7. Nagging cough or hoarseness | Quiz<br>Sormunen: P. 142-144 |
| *7.13.3 Describe the three most common types of treatment for cancer. | G. Treatment<br>1. Surgery<br>2. Radiation therapy<br>3. Chemotherapy<br>a. oral<br>b. intramuscular<br>c. intravenous | Will and Eighmy Workbook: P. 65-69<br>Quiz/Test/Study Questions |
| | H. Guidelines for care of residents being treated for cancer.<br>1. Fatigue - allow time for rest and recognize limitations<br>2. Loss of appetite - provide food whenever they are hungry<br>a. encourage smaller meals<br>b. have nutritious snacks available<br>c. request their medications for nausea and vomiting promptly<br>3. Skin - keep clean and dry<br>a. avoid irritation or pressure<br>b. report rashes, irritation, broken areas<br>4. Mouth - keep very clean<br>a. avoid rough, coarse, or highly spiced food<br>b. encourage liquids | Have students review the side effects of cancer treatments and give short reports on radiaiton burns, alopecia, emotional support, etc.<br>PSU: "Coping with Serious Illness, Pain" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 5. Alopecia (loss of hair)<br>a. emotional support needed<br>b. help resident to select head covering<br>1. wig<br>2. scarf<br>3. turban<br>4. hat<br>6. Emotional effects<br>a. be positive, but realistic<br>b. help resident to feel as attractive as possible<br>c. don't offer false hope<br>d. listen to concerns<br>e. be understanding to fears and frustrations | Have the class prepare a list of vocabulary terms and definitions that relate to cancer.<br>Kelly Workbook (1987): P. 105-108 Quiz/Test/Study Questions<br>Kelly Workbook (1988): P. 98-102 Quiz/Test/Study Questions<br>Badasch and Chesebro Workbook: P. 35-67, 117-119 Quiz/Test/Study Questions<br>Schniedman, et al.: P. 199 Quiz/Test/Study Questions |
| 7.13.4 Discuss the importance of reporting observations as they relate to cancer. | I. Observations to report<br>1. Fever<br>2. Changes in weight<br>3. Bleeding<br>4. Changes in vital signs<br>5. Severe pain<br>6. Behavior changes<br>7. Constipation<br>8. Diarrhea<br>9. Nausea and vomiting | Use a case study on a fictious resident to discuss the care of a cancer patient. |

## Unit 8

## The Resident's Environment

### Introduction

When an individual is admitted to a nursing home, the facility becomes his or her world and the resident's room becomes his or her home. Surroundings that are pleasant and contain personal possessions add to the residents comfort and sense of well-being. Our job is to keep the resident's unit safe and clean and to create an environment that fosters independence, contentment and self-esteem. This unit reviews environmental control, the resident's room, cleaning the unit and bedmaking.

### Time Schedule

| | | | |
|---|---|---|---|
| Environmental control and cleaning | 1 hour | | |
| Unit furnishings and bedmaking | .5 hour | | |
| *Total Classroom Instruction* | 1.5 hours | (2 hours) | (4 hours) |
| Total Clinical Instruction | 1 hour | (2 hours) | (4 hours) |

### Lesson Presentation Materials

*(See reverse for Performance Checklists)*

Facility policy for storage of food

Special beds (stryker frames, Circ O lectric)

Facility procedure for bedmaking

Simulated resident unit containing practice equipment, linens and supplies

Films and video cassettes appropriate to the unit

### Vocabulary

Bath blanket

Closed bed

Concurrent cleaning

Draw sheet

Fanfold

Gatch

Mitered corner

Occupied bed

Open bed

Terminal cleaning

Toe pleat

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #16 | Making a Closed Bed |
| Performance Checklist #17 | Opening the Closed Bed |
| Performance Checklist #18 | Making an Occupied Bed |

# Unit 8

## The Resident's Environment

### Terminology Defined

1. **Bath blanket** - a thin, lightweight cotton blanket used to cover the resident during the bath and during many other procedures.
2. **Closed bed** - a bed with top sheet and spread positioned to the head of the bed; unoccupied.
3. **Concurrent cleaning** - daily cleaning of equipment.
4. **Draw sheet** - a sheet placed under the resident that extends from the shoulder to below the hips. It can be used to turn and move the resident in bed.
5. **Fanfold** - procedure for folding a sheet.
6. **Gatch** - handle or crank used to raise or lower the bed, head of bed, and foot of bed.
7. **Mitered corner** - a way of tucking linens under the mattress to keep the linens straight and smooth, when making a hospital bed.
8. **Occupied bed** - one with the resident in the bed.
9. **Open bed** - a bed with top bedding fanfolded to bottom and ready for occupancy.
10. **Terminal cleaning** - cleaning and disinfection of a room after the residents death or discharge from the facility.
11. **Toe pleat** - special fold made in top bedding to reduce pressure on toes.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 8.0 Provide a safe, clean environment. | I. Environmental Control | Hegner and Caldwell: P. 95-96 |
| | A. Factors to consider | Caldwell and Hegner: P. 165-166 |
| | 1. Temperature<br>a. older people often chilly | Sorrentino: P. 154-155 |
| 8.1 Identify the resident's need for a clean and comfortable environment. | b. room temperature maintained at 70-72° Fahrenheit<br>c. sweaters, lap robes and shawls provide warmth | Hogan and Sorrentino: P. 148-149 |
| | d. drapes, shades and screens used to block drafts<br>e. extra blankets when sleeping | Have the class discuss things they have noticed the elderly doing to provide warmth. |
| | 2. Odors<br>a. good ventilation helps to control odors<br>b. wastes should be removed and discarded as soon as possible<br>c. good personal hygiene practices<br>d. room assignments made on basis of smoking practices | List some of the odors that residents, family members and visitors might find offensive in a long-term care facility. |
| | 3. Noise<br>a. residents easily disturbed by unfamiliar noises<br>b. staff should avoid loud laughter and loud talking<br>c. metal equipment should be handled quietly | Walk through the facility and jot down the noises you heard during your walk. |
| | d. wheels on equipment should be oiled to prevent squeaking<br>e. earphones may be used to control loud televisions and radios | Invite the Department Head responsible for housekeeping to speak on the special equipment and products they use to keep the facility clean. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Lighting<br>a. adjusted to meet resident's need<br>b. shades and drapes control bright natural light<br>c. provide adequate light for reading<br>d. night lights located near floor<br>e. high intensity lights used for procedures, stored when not in use<br>f. attempt to control glare, and shadowed areas | Suggest other ways to improve or control lighting that would benefit the resident. |
| | 5. Floors<br>a. clean, but not slippery from wax<br>b. clear of clutter and spills<br>c. throw rugs should not be used<br>d. in good repair | Discuss the floors in your facility and consider the coverings as they relate to safety and cleanliness. |
| | 6. Cleanliness<br>a. remove meal trays and dishes<br>b. remove crumbs and clean eating areas after use<br>c. housekeeping controls dirt and dust<br>d. food and waste products should not be left in unit waste containers for any length of time<br>e. over bed tables - damp dusted as needed | Hogan and Sorrentino: P. 154-155<br>Quiz/Test/Study Questions |
| 8.2 Observe and report insects and pests to your supervisor. | B. Pest control<br>1. Open food left in units will attract ants and roaches, as well as microorganisms | Will and Eighmy: P. 48<br>Hegner and Caldwell: P. 96-97<br>Review your facilities policy for keeping food in the residents room. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 2. Family and visitors should consult with charge nurse before bringing in food for residents<br>3. Food should be properly stored and labeled<br>4. Proper disposal of food and waste materials | Suggest ways to handle resident requests for special foods that aren't served at the facility. |
| 8.3 Identify and report any unsafe conditions or faulty equipment found in the residents unit. | C. Report faulty equipment and unsafe conditions<br>1. Spilled fluids<br>2. Frayed electrical cords<br>3. Defective outlets<br>4. Malfunctioning equipment<br>5. Leaks in bathrooms<br>6. Burnt out light bulbs<br>7. Faulty call signals<br>8. Defective furniture<br>9. Broken glass<br>10. Beds or wheelchairs that won't lock<br>11. Faulty toilets<br>12. Structure problems<br>a. loose floor tiles<br>b. frayed or loose carpet<br>c. loose fixtures and hand rails<br>d. doors that stick or don't latch properly<br>e. damaged paint or wallpaper<br>13. Others | Brainstorm and list other unsafe conditions that you would want to report for resident safety.<br>Invite a member of the safety committee to speak on the things they look for when making a tour of the facility. |
| *8.4 Describe the resident's room and identify the furniture and equipment that would be contained in the unit. | II. Resident's Room<br>A. Furniture<br>1. Bed<br>a. electric or manual controls (gatch) | Fasano: P. 70-71<br>Hegner and Caldwell: P. 99-100<br>Sorrentino: P. 155-159<br>Schniedman, et al.: P. 128-134 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. side rails | Will and Eighmy: P. 48-49 |
| | c. positions<br>(1) fowlers<br>(2) semi-fowlers | Johnson-Pawlson and Goodwin: P. 140 |
| | (3) trendelenburg<br>(4) reverse trendelenburg | Caldwell and Hegner: P. 164-165 |
| | d. casters that lock<br>2. Overbed table<br>a. adjusts to various heights | Discuss the various bed positions and describe how to put the bed in each position. |
| | b. used for eating, writing and other activities | Hogan and Sorrentino: P. 150-154 |
| | c. contains a storage area for personal grooming articles<br>d. may be used by the Nursing team as a work area | Discuss the operation of the beds in your facility. Compare gatch beds to electric beds. |
| | 3. Bedside stand<br>a. storage area for personal belongings and personal care items | Discuss the Cir O lectric beds and Stryker frames. If used in your facility, demonstrate use. |
| | (1) drawer on top<br>(2) cabinet with shelf below drawer | Sorrentino: P. 160<br>Quiz/Test/Study Questions |
| | b. cabinet contains<br>(1) urinal/bedpan and covers<br>(2) wash basin<br>(3) emesis basin<br>(4) soap dish and soap<br>(5) bath blanket | |
| | (6) toilet paper<br>(7) personal hygiene items | List the personal hygiene items that might be stored in the bedside stand. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | c. towel rack on back or side<br>(1) washcloth<br>(2) towel<br>d. top used for various items<br>(1) telephone<br>(2) tissues<br>(3) flowers<br>(4) cards<br>(5) other items as resident desires | Have the class adjust beds to various positions and explore the bedside stand and cabinet so that they are familiar with these furnishings. |
| | 4. Chairs<br>a. upholstered with arms<br>b. straight backed with no arms | Suggest the various uses for chairs in the resident's unit. |
| | 5. Curtains or screens<br>a. provide privacy<br>b. cubicle curtain between beds in semiprivate rooms<br>c. privacy always provided when care is given | Explain how resident rooms are numbered in your facility. |
| | B. Equipment<br>1. Personal care items<br>2. Call system<br>a. to request assistance<br>b. bell, light or intercom system<br>c. placed within resident's reach at all times<br>3. Bathrooms<br>a. contain call signals<br>b. hand rails<br>4. Television<br>5. Telephone | Demonstrate the call system used in your facility.<br>Hogan and Sorrentino: P. 153<br>Johnson-Pawlson and Goodwin: P. 140-141<br>Kelly Workbook (1987): P. 43-45<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Wastebasket<br>7. Reading lamp<br>8. Closet for clothing storage<br>9. Drawer space for clothing<br>10. Wall mounted blood pressure equipment<br>11. Oxygen<br>12. Suction<br>13. I. V. pole | Kelly Workbook (1988): P. 40-43<br>Quiz/Test/Study Questions<br>Hegner Workbook - P. 46-48<br>Quiz/Test/Study Questions<br>Review the way that the resident's clothing is laundered and maintained in your facility. |
| 8.5 Arrange furniture, equipment and personal items for the residents comfort and convenience. | C. Arrangement of unit<br>1. Facility becomes home<br>2. Don't rearrange items without permission<br>3. Respect private space<br>4. Knock on door prior to entering room<br>5. Speak prior to opening a drawn curtain<br>6. Close curtains to provide privacy when doing a procedure<br>7. Convenience of location of items promotes independence and safety<br>8. Accommodate physical problems by locating equipment on resident's good side or stronger side. | Hegner and Caldwell: P. 100<br>Will and Eighmy: P. 49<br>Johnson-Pawlson and Goodwin: P. 140<br>Discuss ways that furniture, equipment and personal items could be arranged to accommodate the resident.<br>Have the class consider and list personal items the resident might bring to the nursing home.<br>Fasano: P. 71<br>Quiz Questions |
| *8.6 Differentiate between concurrent cleaning activities and terminal cleaning activities. | III. Cleaning the Unit<br>A. Concurrent cleaning<br>1. occurs daily<br>2. also called scheduled or routine cleaning | Caldwell and Hegner: P. 166<br>Hegner and Caldwell: P. 95 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Terminal cleaning<br>1. performed after discharge of resident<br>2. prepares unit for new admission<br>3. May be carried out by Housekeeping Department in some facilities | See Performance Checklist #3<br>Terminal Cleaning of the Resident's Unit from Unit 3, Infection Control |
| 8.7 Prepare soiled linen for laundry. | IV. Preparation of Soiled Linen | Hegner and Caldwell: P. 100-101 |
| | A. Bed linen changed as needed | Will and Eighmy: P. 49 |
| | 1. Changed completely on bath days, usually once or twice weekly | Sorrentino: P. 163-164 |
| | 2. Pillowcases may be changed more frequently<br>3. Soiled linens should be replaced immediately<br>4. Top sheet may be used to replace bottom sheet | Review Unit 3, Infection Control<br>Section 3.7<br>Guidelines for handling linen |
| | 5. Fold soiled linen inward<br>6. Do not shake linen<br>7. Soiled linen held away from uniform | Will and Eighmy: P. 40 |
| | 8. Soiled linen placed in covered linen hamper after removal from bed | Practice disposing of soiled linen in the skills area. |
| *8.8 Identify general rules to follow when making a residents bed. | V. Bedmaking | Sorrentino: P. 164 |
| | A. General rules | |
| | 1. Always use good body mechanics | Hogan and Sorrentino: P. 160 |
| | 2. Follow medical asepsis rules | |
| | 3. Wash hands prior to handling clean linen and after handling soiled/dirty linen. | Hegner Workbook: P. 75-77<br>Quiz/Test/Study Questions |
| | 4. Take enough linen to resident's room | Schniedman, et al.: P. 135-138 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Avoid shaking linen to prevent spread of microorganisms<br>6. Excess linen in the resident's room is considered contaminated and can't be used for other residents<br>7. Linen should never touch your uniform | |
| | 8. Dirty linen is never placed on floor or on top of clean linen | Simmers Workbook: P. 339<br>Quiz/Test/Study Questions |
| | 9. Bottom linens should be tight and wrinkle free to prevent pressure sores<br>10. Plastic draw sheets should never touch resident's skin | Discuss the use of chux, lambs wool, foam pads and under pads that may be used for resident comfort and protection. |
| | 11. Tighten loose linens as necessary<br>12. Save time and energy by making one side of the bed prior to going to the other side of the bed. | |
| 8.8.1 Differentiate between making closed, open and occupied beds. | B. Types of bedmaking<br>1. Closed bed<br>a. made after terminal cleaning of unit | Hogan and Sorrentino: P. 172-173<br>Quiz/Test/Study Questions |
| | b. remains closed until new admission, then converted to open bed | Hegner and Caldwell: P. 104-105<br>Quiz/Test/Study Questions |
| | 2. Open bed<br>a. unoccupied bed<br>b. linens folded back so that resident can get into bed with ease | Sorrentino: P. 177<br>Quiz/Test/Study Questions |
| | c. made when resident will be out of bed for a short time | Medcom: "Techniques in Bedmaking" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Occupied bed<br>a. made with resident in bed<br>b. keep resident in good body alignment<br>c. be aware of any restrictions in movement of the resident<br>d. explain to the resident what you are doing as you make the bed | |
| | C. Linens<br>1. Vary according to facility equipment<br>2. Plastic/rubber and cotton draw sheets are not required if mattress is moisture proof<br>3. Some facilities use fitted bottom sheets<br>4. Drawsheets may be used as lifters to assist with resident movement | Review bedmaking procedure for your facility. |
| 8.8.2 Demonstrate how to make a closed bed. | VI. Making a Closed Bed<br>A. Equipment<br>1. Mattress pad, two sheets, blanket and/or bedspread, pillowcases as needed, bath towel, washcloth, resident gown, bath blanket (plastic drawsheet and linen drawsheet, if used by facility) | Johnson-Pawlson and Goodwin: P. 142-144<br>Sorrentino: P. 161-169<br>Badasch and Chesebro: P. 261-262<br>Hogan and Sorrentino: P. 156-164<br>Fasano: P. 72-75<br>Will and Eighmy: P. 49-51<br>Hegner and Caldwell: P.101-102<br>Caldwell and Hegner: P. 250-256<br>Simmers: P. 399-402<br>Schniedman, et al.: P. 139-143 |
| | B. Procedure<br>1. Wash your hands<br>2. Assemble linens<br>3. Place clean linen on chair in order of use<br>4. Elevate the bed to a comfortable working level<br>5. Move the mattress to the head of the bed | Medcom: "Bedmaking" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Place mattress pad even with the top of the mattress<br>7. Place bottom sheet on top of mattress pad<br>a. unfold sheet lengthwise<br>b. centerfold in middle of bed<br>c. hem stitching faces mattress pad<br>d. lower edge of sheet even with mattress at bottom<br>8. Tuck sheet smoothly over top of mattress<br>9. Miter corner<br>10. Keep sheet straight and tuck in side of mattress<br>11. Work from the head to the foot of the bed<br>12. Apply plastic and linen drawsheets, if used by facility<br>13. Apply top sheet, wrong side up, hem even with upper edge of mattress<br>14. Spread and center blanket and/or bedspread<br>15. Miter corner at bottom side of bed<br>16. Go to the other side of the bed and fold the top linens to the center of the bed<br>17. Tuck bottom sheet under head of mattress and miter corner<br>18. Pull sheet tight and tuck under side of mattress, working from top to bottom of bed<br>19. Pull drawsheets tight and tuck under mattress separately, if used by facility | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 20. Straighten top sheet, blanket and/or bedspread and tuck in at foot of bed.<br>21. Miter corner<br>22. Fold top sheet back over blanket and/or bedspread at top of bed.<br>23. Insert pillow into pillowcase<br>a. grasp center of the outside of the pillowcase end seam, and turn the case back over your hand<br>b. grasp the pillow through the case and bring case down over pillow<br>c. fold the extra material from the side seam of the pillowcase under the pillow<br>24. Place the pillow on the bed with the open end away from the door<br>25. Adjust the bed to its lowest horizontal position<br>26. Place towel and washcloth on bedside stand rack<br>27. Place bath blanket and resident gown in bedside stand<br>28. Leave unit in neat and orderly condition | Demonstration<br>Return Demonstration after practice in the skills area.<br>Performance Checklist #16 Making a Closed Bed |
| 8.8.3 Demonstrate how to open the closed bed. | VII. Opening the Closed Bed<br>A. Equipment - special equipment not required<br>B. Procedure<br>1. Wash your hands<br>2. locate bed assigned to resident<br>3. Elevate bed to comfortable working position<br>4. Face head of bed and grasp top sheet, blanket and/or spread and fanfold top linens to foot of bed | Caldwell and Hegner: P. 252-253<br>Hogan and Sorrentino: P. 165<br>Sorrentino: P. 170<br>Simmers: P. 405<br>Schniedman, et al.: P. 143-144 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Make toe pleat at bottom of bed<br>6. Adjust bed to lowest horizontal position<br>7. Place overbed table over foot of bed<br>8. Place call signal under pillow and attach<br>9. Leave unit in neat and orderly condition<br>10. Wash your hands | Demonstration<br>Return Demonstration after practice in the skills area.<br>Performance Checklist #17 Opening the Closed Bed |
| 8.8.4 Demonstrate how to make an occupied bed | VIII. Making an Occupied Bed<br>A. Equipment<br>1. Laundry bag, two sheets, blanket and/or bedspread, pillowcases as needed, bathtowel, washcloth, resident gown, (plastic drawsheet and linen drawsheet, if used by facility)<br>B. Procedure<br>1. Wash your hands<br>2. Assemble linens<br>3. Provide privacy<br>4. Explain the procedure to the resident<br>5. Place clean linen on chair in order of use<br>6. Hang laundry bag over back of chair<br>7. Remove the call signal from the bed<br>8. Elevate the bed to a comfortable working level and adjust to as flat a position as possible<br>9. Lower the siderail on the side of the bed where you will be working, while making sure the opposite side rail is up and secure | Simmers: P. 403-405<br>Johnson-Pawlson and Goodwin: P. 144-145<br>Sorrentino: P. 170-174<br>Hogan and Sorrentino: P. 166-170<br>Fasano: P. 76-78<br>Will and Eighmy: P. 51-52<br>Hegner and Caldwell: P. 102-103<br>Caldwell and Hegner: P. 253-255<br>Schniedman, et al.: P. 147-152<br>Demonstration<br>Return demonstration after practice in skills area. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 10. Loosen top linens at the foot of the bed | Performance Checklist #18 Making an Occupied Bed |
| | 11. Place bath blanket over top linens | |
| | 12. Ask resident to hold the top edge of the bath blanket or tuck under shoulders | |
| | 13. Slide top linens from top to bottom, leaving bath blanket to cover resident | |
| | 14. Discard top linens in laundry bag following proper technique for handling soiled linen | |
| | 15. Move the mattress toward the head of the bed | |
| | 16. Have the resident grasp the side rail and turn to the side of the bed away from you or assist by turning toward you | |
| | 17. Adjust the pillow for comfort | |
| | 18. Loosen bottom linens from the head to the bottom of the bed and fold toward the resident | |
| | 19. Straighten the mattress pad and place clean bottom sheet on top of the mattress pad with center fold next to the resident, and the bottom edge even with the foot of the mattress | |
| | 20. Tuck in sheet at top, miter corner and tuck sheet under side of mattress | |
| | 21. Apply plastic and linen draw sheets and tuck in separately, if used by facility | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 22. Assist resident to turn toward you | Caldwell and Hegner: P. 257<br>Quiz/Test/Study Questions |
| | 23. Pull siderail up, go to opposite side of bed and lower the siderail | |
| | 24. Remove soiled bottom linen and place in laundry bag following proper technique for handling soiled linen | Kelly Workbook (1987): P. 47-49<br>Quiz/Test/Study Questions |
| | 25. Pull clean bottom linen tight . Tuck sheet in top of mattress, miter corner and tuck in side of mattress. If used, plastic and linen drawsheets should be pulled tight and tucked in separately | Kelly Workbook (1988): P. 44-47<br>Quiz/Test/Study Questions<br>Schniedman, et al.: P. 134, 152<br>Quiz/Test/Study Questions |
| | 26. Position resident in supine position in center of bed, with pillow adjusted for comfort | |
| | 27. Apply top linen and pillow case in same manner as used for a closed bed | |
| | 28. Remove bath blanket prior to tucking in top linens | |
| | 29. Adjust the bed to lowest position | |
| | 30. Attach call signal and elevate side rails | |
| | 31. Remove laundry bag, and reposition chair and overbed table. Place clean linen in bedside stand | |
| | 32. Discard laundry bag in proper place | |
| | 33. Wash hands | |

## Unit 9

## Personal Care and Grooming

### Introduction

Nurse aids are the members of the health care team responsible for providing personal care and grooming for the resident. They encourage the resident to do as much as possible for themselves, but assist as needed with personal cleanliness, oral hygiene, nail care, shaving, dressing, care of hair and skin care. Personal grooming is important for a positive self image and every effort should be made to encourage and assist the resident to maintain a pleasing and attractive appearance.

### Time Schedule

| | | | |
|---|---|---|---|
| Personal care and grooming | 2.5 hours | | |
| Skin care and prevention of decubetus ulcers | .5 hours | | |
| *Total Classroom Instruction* | 3 hours | (5 hours) | (13 hours) |
| Total Clinical Instruction | 8 hours | (10 hours) | (26 hours) |

### Lesson Presentation Materials
*(See Reverse for Performance Checklists)*

Lemon glycerine swabs

Heel and elbow protectors

Facility policies and procedures for personal care

Simulated resident unit containing practice equipment, linens and supplies

Films and video cassettes relevant to the unit

### Terminology

Cuticle

Debridement

Decubitus Ulcer

Dentures

Emollient

Eschar

Friction

Necrosis

Pericare

Perineum

Shearing

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #19 | Assisting with Oral Hygiene |
| Performance Checklist #20 | Providing Oral Hygiene for the Unconscious Resident |
| Performance Checklist #21 | Assisting with Denture Care |
| Performance Checklist #22 | Cleaning and Trimming the Nails |
| Performance Checklist #23 | Assist the Resident with Shaving |
| Performance Checklist #24 | Care of the Hair |
| Performance Checklist #25 | Shampooing a Resident's Hair |
| Performance Checklist #26 | Dressing and Undressing the Resident |
| Performance Checklist #27 | Complete Bed Bath |
| Performance Checklist #28 | Tub Bath or Shower |
| Performance Checklist #29 | Perineal Care |
| Performance Checklist #30 | Giving a Back Rub |

## Unit 9

## Personal Care and Grooming

### Terminology Defined

1. **Cuticle** - skin located at the base of the nail.
2. **Debridement** - removal of dead or unhealthy tissue.
3. **Decubitus ulcer** - an area where the skin and underlying tissues are eroded due to pressure that interferes with circulation.
4. **Dentures** - artificial teeth.
5. **Emollient** - an agent used to soften and soothe the skin when applied locally.
6. **Eschar** - a slough of tissue; a scab.
7. **Friction** - the rubbing of one surface against another.
8. **Necrosis** - tissue death.
9. **Pericare** - perineal care.
10. **Perineum** - area between the vulva and anus in a female, or between scrotum and anus in a male.
11. **Shearing** - takes place when the skin moves one way while the bone and tissue under the skin move another way.

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| 9.0 | Provide for the resident's personal care and grooming needs and identify the role of the nurse aide in meeting these needs. | I. Personal Care and Grooming<br>A. Daily hygiene needs<br>1. Bathing<br>2. Skin care<br>3. Back care<br>4. Oral hygiene<br>5. Shaving<br>6. Shampooing the hair<br>7. Hair care<br>8. Nail care<br>9. Perineal care<br>10. Dressing and undressing | Will and Eighmy: P. 129-145<br>Badasch and Chesebro: P. 257-262<br>Caldwell and Hegner: P. 258-281, 422-426<br>Hegner and Caldwell: P. 299-327<br>Hogan and Sorrentino: P. 174-221<br>Simmers: P. 386, 406-419<br>Sorrentino: P. 178-220<br>Fasano: P. 135-157<br>Johnson-Pawlson and Goodwin: P. 115-128, 130-138, 255-257 |
| 9.1 | List the daily hygienic needs of an individual. | | |
| *9.2 | Describe factors that affect a residents personal hygiene practices. | B. Factors that affect hygiene practices<br>1. Culture<br>2. Family practices<br>3. Illness<br>4. Individual preferences<br>a. bath in the morning or before going to bed<br>b. frequency of bathing<br>c. shampooing hair daily or weekly<br>5. Economics<br>a. unable to afford deodorant | Have the class discuss the various individual preferences residents might have about daily hygiene practices.<br>Ask the class how they would feel about changing all their hygiene practices to fit a long term care facilities schedule. |
| *9.3 | Discuss the role of the nurse aide and how personal care can be used to promote self esteem and well being. | C. Role of the nurse aide<br>1. Assist residents to follow their personal hygiene practices<br>2. Encourage residents to do as much of their daily care as possible.<br>3. Have residents select their own clothing | Have the class brainstorm and consider ways the nurse aide can make personal care and grooming enjoyable for the resident. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Promote independence and self esteem<br>5. Encourage use of deodorant, perfume,after shave lotion, and cosmetics<br>6. Be patient and allow time for residents to do things for themselves | |
| 9.4 Define and discuss oral hygiene. | II. Oral Hygiene<br>A. Definition - measures used to keep the mouth and teeth clean<br>B. Purpose<br>1. Prevent odors<br>2. Prevent infections<br>3. Prevent tooth decay and loss of teeth<br>4. Prevent gum disease<br>5. Increase comfort<br>6. Enhance the taste of food<br>C. Oral hygiene provided<br>1. Before breakfast<br>2. After meals<br>3. At bedtime<br>D. Observations to report<br>1. Foul mouth odors<br>2. Bleeding<br>3. Loose or broken teeth or dentures<br>4. Sores in or around the mouth<br>5. Coated tongue | Sorrentino: P. 180-189<br>Will and Eighmy: P. 136-139<br>Simmers: P. 408-411<br>Johnson-Pawlson and Goodwin: P. 116-121<br>Fasano: P. 137-139<br>Hegner and Caldwell: P. 322-324<br>Caldwell and Hegner: P. 273-278<br>Badasch and Chesebro: P. 257<br>Hogan and Sorrentino: P. 176-185<br>Medcom: "Oral Care Techniques"<br>Schniedman, et al.: P. 157-160 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.4.1 List five principles to practice when brushing teeth. | E. Principles for brushing teeth<br>1. Brush held at 45 degree angle<br>2. Circular motion used to brush teeth<br>3. Brush well where teeth and gums meet<br>4. Brush all surfaces<br>5. Brush upper teeth first<br>6. Brush gently<br>7. Offer diluted mouth wash | Have the class share their feelings about being around people with halitosis.<br>Have the class discuss the reason for diluting mouthwash. |
|  | F. Special mouth care products<br>1. Lemon glycerine swabs<br>2. Toothettes soaked with<br>a. mouthwash<br>b. hydrogen peroxide<br>c. salt or soda solution<br>3. Petroleum jelly applied to dry lips | Pass around lemon glycerine swabs and have the class practice giving each other special mouth care. |
| 9.4.2 Discuss the care of a resident's dentures. | G. Denture care<br>1. Handle carefully - expensive to replace<br>2. Clean as often as natural teeth<br>3. Protect from loss or breakage<br>4. Store safely, when out of resident's mouth, in labeled container<br>5. Hot water can warp dentures<br>6. Dentures can be stored dry, in water or in special solution<br>7. If dentures are to be stored for any length of time, put the container holding the dentures in the residents bed side stand | Review your facilities policy and procedures for denture care.<br>Individuals new to health care positions are sometimes squeamish about cleaning dentures. Since this procedure is an important part of resident care, discuss how these feelings can be handled. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.4.3 Demonstrate the procedure for assisting the resident with oral hygiene. | III. Assisting with Oral Hygiene<br>A. Equipment - mouthwash, toothbrush, toothpaste or powder, emesis basin, disposable cup filled with cool water, towel, tissues, straw.<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Assist resident to bathroom and ask that he/she brush his/her teeth<br>7. Elevate the head of the bed to a sitting position, if the resident is unable to ambulate to the bathroom<br>8. Place towel across chest to protect clothing and linen<br>9. Pour water over toothbrush and put toothpaste or powder on brush - have resident do this, if able<br>10. Give the brush to the resident and encourage the resident to brush his or her own teeth<br>11. Brush all surfaces with an up and down motion, if resident is unable to brush his or her teeth<br>12. Give the resident cool water in a cup to rinse mouth. Use straw, tissues and emesis basin as needed<br>13. Offer diluted mouthwash, if desired Use emesis basin and tissues to blot mouth<br>14. Clean equipment and tidy area.<br>15. Provide for comfort<br>16. Wash your hands<br>17. Report and record any unusual observations, following facility policy | Demonstration<br>Return Demonstration<br>Performance Checklist #19 Assisting with Oral Hygiene |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.4.4 Demonstrate the procedure for providing oral hygiene for the unconscious resident. | IV. Providing Oral Hygiene for the Unconscious Resident<br>A. Equipment - emesis basin, towel, tongue depressor, glycerine and lemon swabs, lip lubricant, disposable cup filled with cool water, swabs<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure as resident may be able to hear<br>6. Elevate the head of the bed<br>7. Stand at the side of the bed with the resident facing you. Place emesis basin under resident's chin<br>8. Place towel under the chin and across the chest<br>9. Open the resident's mouth and hold the tongue in place with a tongue blade<br>10. Wipe the resident's entire mouth with a prepared swab. Clean the roof of the mouth, the tongue, inside the cheeks and the lips<br>11. Rinse with swabs dipped in cool water<br>12. Dry resident's face with towel and apply lubricant to resident's lips.<br>13. Provide for comfort<br>14. Clean and dispose of equipment in proper area<br>15. Wash hands<br>16. Report any unusual observations, following facility policy | Demonstration<br>Return Demonstration<br>Performance Checklist #20 Providing Oral Hygiene for the Unconscious Resident |

| Objectives | Learning Activities | Learning Activities |
|---|---|---|
| 9.4.5 Demonstrate the procedure for Denture Care. | V. Assisting with Denture Care<br>A. Equipment - denture cup, tissues, mouth wash, toothbrush, toothpaste or powder, emesis basin, cleaning tablet<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Assist resident to bathroom and ask to clean dentures<br>7. Elevate the head of the bed to a sitting position, if resident is unable to ambulate to bathroom and unable to clean dentures<br>8. Provide tissue for removal of dentures<br>9. Assist with removal of dentures, if necessary, by pushing gently to break the suction<br>10. Carefully place the dentures in a denture cup and carry to the bathroom sink<br>11. Soak in a solution with a cleansing tablet before brushing, if necessary<br>12. Brush the dentures using toothbrush, toothpaste or powder and warm water, while holding the dentures in the palm of the hand<br>13. Brush until all surfaces are clean.<br>14. Rinse dentures thoroughly with cool water<br>15. Rinse denture cup and fill with cool water | Demonstration<br>Return Demonstration<br>Performance Checklists #21 Assisting with Denture Care |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 16. Place dentures in the denture cup<br>17. Take the dentures to the bedside, in the denture cup filled with cool water<br>18. Assist resident to rinse mouth with diluted mouthwash. Use emesis basin and tissues. Offer swabs or soft toothbrush to clean roof of mouth<br>19. Return dentures to resident and insert if necessary<br>20. Provide for comfort<br>21. Clean equipment and tidy area.<br>22. Wash your hands<br>23. Report and record any unusual observations, following facility policy | |
| 9.5 Discuss the care of the resident's nails. | VI. Nail Care<br>A. Requires daily cleaning and trimming of finger nails and toe nails as needed | Review the policy of your facility for trimming nails.<br>If a podiatrist provides this service in your facility alert the class the trimming nails is not their responsibility. |
| | B. Maintain nails by keeping<br>1. Short<br>2. Clean<br>3. Free of rough edges | Johnson-Pawlson and Goodwin: P. 133-135<br>Sorrentino: P. 210-212<br>Hogan and Sorrentino: P. 209-211<br>Badasch and Chesebro: P. 260-261<br>Simmers: P. 412-413<br>Will and Eighmy: P. 140-141<br>Caldwell and Hegner: P. 269-270<br>Hegner and Caldwell: P. 320-321 |
| 9.5.1 List three purposes of nail care. | C. Purpose<br>1. Prevent infection<br>2. Prevent injury<br>3. Prevent odors | |
| 9.5.2 Identify factors to be considered when giving a resident nail care. | D. Factors to consider<br>1. Easier to trim and clean after soaking<br>2. Nail clipper used to cut and trim nails<br>3. Clip nails straight across | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Cuticle can be pushed back with an orange stick, after softened<br>5. File or emery board used to smooth rough edges<br>6. Use care not to injure the skin when clipping<br>7. Diabetics and residents with circulatory problems will have their nails trimmed only by a licensed nurse or podiatrist<br>8. Review the patient care plan and check with a nurse prior to trimming nails | Medcom: "Techniques in Personal Care" |
| 9.5.3 Demonstrate the procedure for cleaning a residents nails and explain how you would trim the nails. | VII. Cleaning and Trimming Nails<br>A. Equipment - nail clippers, emery board file, orange stick, basin of warm water, towel, lotion | Demonstration<br>Return Demonstration<br>Performance Checklist #22 Cleaning and Trimming the Nails |
| | B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Protect the bed with a towel<br>7. Place hand or foot in warm water and wash<br>8. Clean nails using orange stick<br>9. Dry hand or foot<br>10. Trim nails straight across using clippers<br>11. File rough edges till smooth with nail file or emery board<br>12. Apply lotion and gently massage hand or foot<br>13. Repeat the procedure for the other hand or foot | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 14. Clean and return equipment to the proper place<br>15. Provide for comfort<br>16. Wash your hands<br>17. Record your actions and report any unusual observations, following facility policy<br>18. Report any injury immediately to a licensed nurse | |
| 9.6 Discuss the nurse aides responsibility in assisting the resident with shaving. | VIII. Shaving the Resident<br>A. Daily activity for men<br>B. Promotes<br>1. Physical comfort<br>2. Psychological well-being | Johnson-Pawlson and Goodwin: P. 132-133<br>Simmers: P. 415-416<br>Fasano: P. 139<br>Will and Eighmy: P. 141-142<br>Hegner and Caldwell: P. 319-320<br>Caldwell and Hegner: P. 280<br>Badasch and Chesebro: P. 261<br>Hogan and Sorrentino: P. 208-209<br>Sorrentino: P. 209-210<br>Schniedman, et al.: P. 178-179 |
| 9.6.1 Review the factors to consider when shaving a resident. | C. Factors to consider<br>1. Electric razor provides greatest safety<br>2. Use the residents own equipment or a disposable safety razor<br>3. Soften the beard and skin prior to shaving<br>4. Use care not to cut or irritate skin while shaving<br>5. Shave in the direction the hair grows<br>6. Electric razors are not used when oxygen is in use | |
| 9.6.2 Demonstrate the procedure for shaving a resident. | IX. Assisting the Resident with Shaving<br>A. Equipment - basin of warm water, shaving cream, safety razor or electric razor, towel, washcloth, mirror, after-shave lotion or powder, tissues | Demonstration<br>Return Demonstration<br>Performance Checklist #23<br>Assist the Resident with Shaving |

Objectives | Course Content | Learning Activities

B. Procedure

Safety Razor

1. Assemble equipment
2. Wash your hands
3. Identify the resident
4. Provide privacy
5. Explain the procedure
6. Provide adequate lighting
7. Elevate the head of the bed
8. Spread a towel under the resident's chin
9. Place dentures in the resident's mouth, if worn
10. Moisten face and apply shaving cream
11. Hold the skin taut as you shave in the direction that the hair grows
12. Use firm short strokes and rinse razor frequently
13. Start under sideburns, in front of the ear and work downward over the cheek toward the chin. Shave chin carefully. Work upward on the neck under the chin. When shaving the chin or under the nose ask the resident to hold the skin tight
14. Apply pressure with a tissue directly over the area, if you nick the resident's skin, and apply an antiseptic
15. Wash off remaining soap when finished shaving
16. Apply after shave lotion or powder, if desired
17. Clean and return equipment to its proper place
18. Provide for comfort
19. Wash your hands

Objectives | Course Content | Learning Activities

20. Record your actions and report any unusual observations, following facility policy
21. Report any injury immediately

Electric Razor

1. Assemble equipment
2. Wash your hands
3. Identify the resident
4. Provide privacy
5. Explain the procedure
6. Provide adequate lighting
7. Elevate the head of the bed
8. Spread a towel under the resident's chin
9. Place dentures in resident's mouth, if worn
10. Read the instructions that come with the electric razor
11. Follow resident preference as to dry skin or use of a preshave lotion
12. Hold the skin taut and shave all areas of the face. Some razors require short circular strokes, while others require short strokes in the direction the hair grows
13. Wash and dry the face thoroughly when finished
14. Apply after shave lotion or powder, if desired
15. Clean and return equipment to its proper place
16. Provide for comfort
17. Wash your hands
18. Record your actions and report any unusual observations, following facility policy
19. Report any injury immediately

Review the policy of your facility for shaving residents.

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| 9.7 | Describe ways to assist the resident with hair care. | X. Hair Care<br>A. Includes<br>1. Daily brushing and combing<br>2. Styling<br>3. Shampooing | Johnson-Pawlson and Goodwin: P. 130-131<br>Hogan and Sorreintono: P. 204-208<br>Caldwell and Hegner: P. 270-271, 281<br>Hegner and Caldwell: P. 316-319 |
| 9.7.1 | Review factors to consider for daily hair care. | B. Factors to consider for daily care<br>1. Hair style personal preference and resident should be asked about style<br>2. Brushing and combing part of morning care<br>3. Protect residents clothing by placing towel around shoulders<br>4. Cover pillow with towel for residents confined to bed<br>5. Brushing the hair<br>a. refreshes the resident<br>b. improves morale<br>c. stimulates circulation<br>d. distributes natural oils evenly<br>e. removes lint and dust<br>6. Hair should be handled gently when brushing or combing<br>7. Section hair and work on one area at a time<br>8. Note the appearance of the scalp and hair and report any unusual observations | Sorrentino: P. 205-208<br>Badasch and Chesebro: P. 260-261<br>Simmers: P. 411-412<br>Fasano: P. 145-146<br>Schniedman, et al.: P. 175-178<br>Review facility policy and procedures for hair care and shampooing.<br>Have the class suggest ways to make hair care an enjoyable experience for the resident.<br>If hand held mirrors are available, encourage students to provide them for residents while they provide hair care. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Hair style should be age appropriate<br>10. Residents should be encouraged to do as much as possible for themselves<br>11. Clean comb and brush after use<br>12. Combs and brushes are not shared with other residents | |
| 9.7.2 Discuss considerations used when shampooing a resident's hair. | C. Shampooing considerations<br>1. Frequency individualized<br>2. Use residents choice of shampoo, conditioner and other hair care products<br>3. Assist resident to beauty shop if available | Have the class suggest hair care products that would be ideal for residents. |
| 9.7.3 List the various methods for shampooing hair. | 4. Methods<br>a. during shower<br>b. at a sink<br>c. using a stretcher<br>d. in bed<br>5. Protect eyes and ears when shampooing<br>6. Dry hair as fast as possible<br>7. Avoid cold or drafty areas<br>8. Assist female residents to curl or set hair after checking with nurse<br>9. Barbers or beauticians may be contacted to care for the hair of residents<br>10. Check the patient care plan for any special instructions prior to shampooing<br>11. Adapt and accept hair care practices of other cultures | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.7.4 Demonstrate daily care of the residents hair. | XI. Care of the Hair<br>A. Equipment - towel, comb and brush, personal equipment and products<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Assist the resident to a chair or elevate the head of the bed<br>7. Place a towel around the resident's shoulders<br>8. Place a towel across the pillow if resident is to remain in bed<br>9. Assist with removal of eyeglasses<br>10. Part or section hair and comb with one hand placed between scalp and end of hair<br>11. Brush gently from scalp to hair ends<br>12. Style the residents hair as requested using equipment and products preferred by the resident<br>13. Remove the towel<br>14. Provide for comfort<br>15. Return equipment to proper place<br>16. Wash your hands<br>17. Record your actions and report any unusual observations, following facility policy | Demonstration<br>Return Demonstration<br>Performance Checklist #24 Care of the Hair |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.7.5 Demonstrate shampooing a resident's hair. | XII. Shampooing a Resident's Hair<br>A. Equipment - washcloth, shampoo, towels, hair dryer<br>B. Procedure<br>1. Check patient care plan for any special shampoo instructions<br>2. Assemble equipment<br>3. Wash your hands<br>4. Identify the resident<br>5. Explain the procedure<br>6. Provide privacy<br>7. Wet the hair and apply shampoo (A dry washcloth can be used to protect eyes)<br>8. Assist resident to wash the hair using fingertips to massage the scalp<br>9. Rinse the hair thoroughly<br>10. Repeat steps 7, 8 and 9<br>11. Apply hair care products, as desired, and dry thoroughly with towel<br>12. Comb hair gently and blow dry with hair dryer<br>13. Return equipment to proper place<br>14. Provide for comfort<br>15. Wash your hands<br>16. Record your actions and report any unusual observations, following facility policy | Demonstration<br>Return Demonstration<br>Performance Checklist #25 Shampooing a Resident's Hair |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.8 Identify the general principles of dressing and undressing a resident. | XIII. Assist the Resident to Dress and Undress<br>A. Encourage resident to choose his or her clothing daily<br>B. Dress daily in his or her own clothing and underwear<br>C. Make sure clothes are in good repair<br>D. Dress the weak or affected side first<br>E. Undress the weak or affected side last<br>F. Clothing should be appropriate for weather and environment<br>G. Clothing should match and be clean and neat<br>H. Dress should be age appropriate<br>I. Clothing is not put on backwards<br>J. Be gentle when assisting with dressing and undressing<br>K. Remember to provide privacy<br>L. Always be patient and provide time for the residents to do as much as possible for themselves | Hogan and Sorrentino: P. 211-216<br>Sorrentino: P. 321-326<br>Johnson-Pawlson and Goodwin: P. 136-138<br>Hegner and Caldwell: P. 324-326<br>Fasano: P. 146<br>Will and Eighmy: P. 142-145<br>Badasch and Chesebro: P. 261<br>Have the class discuss the use of adaptive clothing for residents. |
| 9.8.1 Demonstrate the procedure for dressing and undressing the resident. | XIV. Dressing and Undressing the Resident<br>A. Equipment - clothing selected by or for resident<br>B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Provide privacy<br>4. Expalin what you plan to do for the resident<br>5. Assist the resident to select clothing<br>6. Open all zippers, buttons and fasteners and arrange garments in order of application | Demonstration<br>Return Demonstration<br>Performance Checklist #26 Dressing and Undressing the Resident<br>Review the facility policy and procedures for dressing and undressing residents. |

| Objectives | Course Content | Learning Activities |
|---|---|---|

7. Elevate the bed to a comfortable working position
8. Apply a bath blanket and fanfold top linen to the bottom of the bed
9. Remove night wear while keeping resident covered with bath blanket
10. Apply undershirt, pull over shirt or dress by placing resident's hands in sleeves
    a. adjust the garment as high on the arms as possible
    b. gather garment to neck opening and slip over resident's head
    c. position sleeves comfortably at shoulders
    d. assist resident to sit forward and adjust garment to cover upper body
    e. smooth and ease dress over lower body by pulling garment down or assisting the resident to roll from side to side while adjusting garment
11. Secure any fasteners on clothing
12. Apply button front shirt, blouse or dress by inserting your hand through the sleeve farthest from you and grasping the wrist of the resident
    a. slide the sleeve up the resident's arm and adjust at the shoulder
    b. assist the resident to sit forward while arranging the garment around the resident's back
    c. insert your hand through the sleeve nearest you and grasp the resident's wrist

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. slide the sleeve up the resident's arm and adjust at the shoulder<br>13. Button or secure fasteners<br>14. Apply underwear, slacks or trousers by gathering the fabric for the leg farthest from you and reaching through the leg to grasp the resident's ankle<br>a. pull the garment up as far as possible<br>b. repeat for the leg nearest you<br>c. assist the resident to raise the buttocks while pulling garment to the waist<br>d. roll the resident on the side away from you while pulling up the other side, if the resident is unable to lift buttocks<br>15. Fasten slacks or trousers as indicated<br>16. Assist as needed with application of socks/stockings and shoes<br>17. Reverse the procedure to undress the resident<br>18. Provide for comfort<br>19. Wash your hands | |
| 9.9 Identify the purposes of bathing a resident. | XV. Bathing a Resident<br>A. Purpose of bathing<br>1. Removes perspiration, dirt and microorganisms<br>2. Stimulates circulation<br>3. Exercises body parts<br>4. Refreshes, relaxes and promotes physical comfort<br>5. Removes odors<br>6. Allows for evaluation of skin condition | Fasano: P. 147-151<br>Simmers: P. 417-419<br>Johnson-Pawlson and Goodwin: P. 121-126<br>Sorrentino: P. 189-201<br>Will and Eighmy: P. 129-134<br>Badasch and Chesebro: P. 258-259<br>Caldwell and Hegner: P. 258-272<br>Hegner and Caldwell: P. 300-307<br>Hogan and Sorrentino: P. 186-199 |
| 9.9.1 Discuss the various methods of bathing a resident. | B. Methods of bathing<br>1. Partial bath<br>2. Complete bed bath<br>3. Tub bath | Schniedman, et al.: P. 161-172<br>Medcom: "Bed Bath" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Shower<br>5. Whirlpool bath | |
| 9.9.2 Identify guidelines for bathing a resident. | C. Guidelines for bathing<br>1. Discuss the method of bathing and skin care products to use with the nurse<br>2. Provide privacy by screening the resident and closing doors<br>3. Reduce drafts by closing windows, drapes and doors<br>4. Use good body mechanics<br>5. Keep the resident adequately covered for warmth and privacy - cotton blanket<br>6. Protect the safety of the resident<br>a. never leave unattended in bath tub or shower<br>b. take precautions to prevent slips and falls<br>c. temperature of water maintained at 105° F<br>7. Rinse the resident completely - soap dries skin<br>8. Encourage resident to do as much as possible<br>9. Pat the skin dry<br>10. Observe condition of skin | Caldwell and Hegner: P. 272<br>Quiz/Test/Study Questions<br>Review the principles of good body mechanics that would be used in giving a resident a bed bath.<br>Consider ways to prevent slips and falls in the tub and shower areas.<br>Review facility policy and procedures for bathing residents.<br>Medcom: "Techniques in Bathing" |
| 9.9.3 Observe the condition of the skin and report any unusual observations. | D. Skin observations<br>1. Color of the skin, lips, nail beds and sclera of the eyes<br>2. Location and description of rashes<br>3. Dry skin<br>4. Bruises or open areas on skin | Hogan and Sorrentino: P. 186<br>Have the class develop a written plan as to how they would evaluate the skin while bathing a resident. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Pale or reddened areas, especially over bony parts<br>6. Drainage or bleeding from wounds or body openings<br>7. Skin temperature<br>8. Resident complaints of pain or discomfort | Hegner Workbook: P. 78-81<br>Quiz/Test/Study Questions |
| 9.9.4 Demonstrate the procedure for giving a complete bed bath. | XVI. Complete Bed Bath | Demonstration |
| | A. Equipment - wash basin, bath thermometer, soap dish, soap, washcloth, towels, clean gown, bath blanket, body lotion, deodorant or antiperspirant, personal toilet articles, paper towels, laundry bag | Return Demonstration<br>Performance Checklist #27<br>Complete Bed Bath |
| | B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Offer the bedpan or urinal<br>7. Elevate bed to a comfortable working level with the siderail up on the far side of the bed<br>8. Remove blanket and bedspread and fold over the back of the chair<br>9. Place bath blanket over top sheet and then remove top sheet and place in laundry bag<br>10. Adjust the bed to a flat position, while providing for resident's comfort | |

| Objectives | Course Content | Learning Activities |
|---|---|---|

11. Remove the resident's gown and place in laundry bag
12. Provide for oral hygiene
13. Shave the male resident
14. Place several paper towels on the overbed table
15. Fill the wash basin two-thirds full with water at a temperature of 110-115° F (Follow facility guidelines for bathwater temperature)
16. Place the wash basin on the paper towels located on the overbed table
17. Place a bath towel across the resident's chest and make a mitt with the washcloth
18. Wash the eyes from the nose to the outer edge of the face. Ask the resident if he or she uses soap to wash his or her face. Wash the face, rinse and dry
19. Place towel under resident's arm farthest from you. Wash shoulders, axilla and arm. Rinse and dry the area thoroughly
20. Place resident's hand in wash basin and wash and clean the fingernails
21. Wash, rinse and dry the other shoulder, axilla, arm and hand in the same way
22. Place towel across resident's chest and fold the bath blanket down, wash ears, neck and chest. Dry thoroughly and note condition of skin, especially under the female resident's breasts. Apply powder if desired

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 23. Fold the bath blanket down to the pubic area and wash, rinse and dry the abdomen. Remove the towel and replace the bath blanket<br>24. Change the water in the wash basin if it is soapy or cool, remembering to elevate the siderail<br>25. Expose the leg farthest away and place the towel under the leg. Wash, rinse and dry the leg and foot. Foot can be placed in wash basin. Dry well between toes<br>26. Repeat for the other leg and foot<br>27. Position resident on side and place towel on bed below resident's back. Wash, rinse and dry the back and buttocks<br>28. Give a back rub using lotion and powder if desired<br>29. Assist the resident to turn on his or her back<br>30. Offer the resident a soapy wash-cloth to wash the genital area. If the resident is unable to do this, then wash from front toward rectum, rinse and dry<br>31. Assist the resident to apply deodorant or antiperspirant, powder and or fragrance of choice<br>32. Assist the resident to dress<br>33. Comb the residents hair and assist females with make-up application<br>34. Provide comfort and assist to chair or make an occupied bed<br>35. Clean and return equipment to its proper place | |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| | | 36. Damp dust overbed table and discard soiled linen<br>37. Wash hands<br>38. Record your action and report any unusual observations, following facility policy | |
| 9.9.5 | Demonstrate the procedure for giving a tub bath or shower. | XVII. Tub Bath or Shower<br>A. Equipment - bath thermometer, soapdish, soap, washcloth, towels, bathmat, chair or stool, clean clothing, disinfectant<br>B. Procedure<br>1. Check patient care plan for any special bath instructions<br>2. Assemble equipment in bath or shower area<br>3. Wash your hands<br>4. Identify the resident<br>5. Explain the procedure<br>6. Assist the resident to put on robe and slippers<br>7. Select clothing and gather personal items needed in the bathing area<br>8. Assist the resident to the bath tub or shower area<br>9. Clean and disinfect the tub or shower<br>10. Provide privacy<br>11. Fill the tub half full of water at a temperature of 105° F, checked with the bath thermometer, or regulate the shower to a comfortable temperature<br>12. Place bathmat or towel in front of tub or shower | Demonstration<br>Return Demonstration<br>Performance Checklist #28 Tub Bath or Shower |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 13. Assist the resident to undress and get into the tub or shower<br>14. Stay with the resident and assist with washing as needed<br>15. Assist the resident out of the tub or shower and help dry by patting gently with a towel<br>16. Have resident stand on bathmat or sit on towel covered chair, as needed<br>17. Assist with deodorant or antiperspirant and personal hygiene items<br>18. Help the resident dress<br>19. Return the resident to his or her room<br>20. Provide for comfort<br>21. Return to the bathing area and clean and disinfect the tub or shower<br>22. Place soiled linen in laundry bag<br>23. Wash your hands<br>24. Record your action and report any unusual observations, following facility policy | |
| 9.10 Discuss perineal care. | XVIII. Perineal Care<br>A. Used to clean the genital and anal areas<br>1. Prevents infection<br>2. Prevents odors<br>3. Promotes comfort | Hogan and Sorrentino: P. 200-204<br>Hegner and Caldwell: P. 307-308<br>Will and Eighmy: P. 132-133<br>Caldwell and Hegner: P. 268 |
| | B. Follow rules of medical asepsis<br>1. Work from cleanest to dirtiest area (front to back) | Fasano: P. 141-142<br>Johnson-Pawlson and Goodwin: P. 126-128 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | a. uretheral area - cleanest<br>b. anal area - dirtiest<br>2. Use cotton balls or disposable wipes<br>C. Delicate area<br>1. Use warm water<br>2. Wash gently<br>3. Rinse well<br>4. Pat dry | Sorrentino: P. 202-205<br>Schniedman, et al.: P. 392-393<br>Review the procedure for perineal care at your facility.<br>Medcom: "Perineal Care" |
| 9.10.1 Demonstrate the procedure for giving perineal care. | XIX. Assisting with Perineal Care<br>A. Equipment - Basin of warm water, bedpan, chux, washcloth, towel, soap dish, soap, cotton balls, peribottle filled with warm water, disposable gloves (optional)<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Cover the resident with a bath blanket<br>7. Fanfold top linen to bottom of bed<br>8. Remove soiled clothing and pads<br>9. Place a chux under the resident | Demonstration<br>Return Demonstration<br>Performance Checklist #29 Perineal Care |

Objectives | Course Content | Learning Activities

Female Residents

10. Drape the resident with the bath blanket and assist onto the bed pan.
11. Put on disposable gloves
12. Squeeze peribottle to pour warm water over the perineal area
13. Seperate labia and clean downward from front to back using clean cotton balls for each wipe. Wipe once down each side and once down the center
14. Remove the bed pan and dispose of contents

Male Residents

Follow steps one through nine

10. Put on disposable gloves
11. Cleanse penis by pushing back foreskin if the resident is uncircumcised and washing from uretheral opening toward body
12. Rinse the area and return the foreskin to its natural position
13. Cleanse the scrotum and rinse well
14. Pat dry the penis and scrotum

Female and Male Residents

15. Wash, rinse and dry the upper thighs
16. Assist the resident to turn to one side, away from you
17. Wash, rinse and dry the buttocks
18. Remove the chux. Remove disposable gloves
19. Replace the bath blanket with the top linen

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 20. Provide for comfort<br>21. Clean and return equipment to proper place<br>22. Wash your hands<br>23. Record your actions and report any unusual observations, following facility policy | |
| 9.11 Demonstrate the procedure for giving a back rub. | XX. Back Rubs<br>A. Purpose<br>1. Stimulate circulation<br>2. Prevent skin breakdown<br>3. Soothing<br>4. Refreshing<br>B. Use a combination of strokes<br>1. Long, smooth strokes - relaxing<br>2. Short, circular strokes - stimulating<br>C. Use warmed lotion applied with palms of hands.<br>D. Rub 3-5 minutes.<br>XXI. Giving a Back Rub<br>A. Equipment - Bath towel, washcloth, basin of warm water, soap, lotion, powder<br>B. Procedure<br>1. Assemble equipment.<br>2. Wash your hands.<br>3. Identify the resident.<br>4. Provide privacy.<br>5. Explain the procedure. | Hogan and Sorrentino: P. 198-200<br>Simmers: P. 413-414<br>Sorrentino: P. 200-201<br>Fasano: P. 155-157<br>Caldwell and Hegner: P. 278-279<br>Will and Eighmy: P. 132<br>Hegner and Caldwell: P. 313-314<br>Caldwell and Hegner: P. 288<br>Quiz/Test/Study Questions<br>Demonstration<br>Return Demonstration<br>Performance Checklist #30<br>Giving a Back Rub<br>Schniedman, et al.: P. 172-173 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Raise the bed to a comfortable working level, and elevate the far side rail<br>7. Place the resident in a prone or side lying position so his or her back is toward you<br>8. Place lotion in basin of water to warm<br>9. Position the towel on the bed along the residents back<br>10. Expose, wash and dry the resident's back<br>11. Apply lotion to your hands and rub the back with a gentle but firm stroke<br>12. Stroke upward from the base of the spine up the center, around the shoulders and down the sides of the back and buttocks for 3 to 5 minutes using circular motions and long smooth strokes<br>13. Dry carefully and note any pressure areas to report. Apply powder, if desired<br>14. Straighten and tighten bottom sheet<br>15. Provide for comfort. Lower bed<br>16. Clean and return equipment to proper place<br>17. Wash your hands<br>18. Report any unusual observations, following facility policy | |
| 9.12 Discuss decubitus ulcers and methods used to prevent them. | XXII. Decubitus Ulcers<br>A. Commonly called pressure sores or bed sores<br>B. Cause - pressure on an area of skin that interferes with circulation. | Will and Eighmy: P. 124-128<br>Fasano: P. 151-155<br>Simmers: P. 386, 408<br>Caldwell and Hegner: P. 422-426<br>Hegner and Caldwell: P. 310-313 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 9.12.1 Identify areas where pressure sores could occur. | C. Occur where bones come close to the skin surface<br>1. Toes, heels, ankles, knees<br>2. Hips, elbows, shoulders<br>3. Spine (especially tailbone area)<br>4. Ears, cheeks, collarbone area<br>5. Back of head | Sorrentino: P. 214-219<br>Hogan and Sorrentino: P. 216-220<br>Badasch and Chesebro: P. 259-260<br>Schniedman, et al.: P. 247-255 |
| | D. Obese residents can develop pressure sores where body parts rub together<br>1. Under breasts<br>2. Folds of the abdomen<br>3. Between the buttocks<br>4. Thighs | Johnson-Pawlson and Goodwin: P. 255-257<br>Discuss friction and how it would relate to pressure sores. |
| 9.12.2 List the methods used to prevent the formation of bed sores. | E. Prevention<br>1. Keep skin clean and dry<br>2. Reposition residents at least every two hours<br>3. Apply lotion to dry areas with gentle message<br>4. Keep linen dry and free of wrinkles and objects that irritate the skin<br>5. Keep friction areas lightly dusted with powder<br>6. Remove urine and feces from skin as soon as possible<br>7. Clothing and shoes should fit properly<br>8. Pat skin dry and avoid scrubbing skin<br>9. Encourage adequate nutrition and fluids<br>10. Massage around reddened areas frequently | Review the lotions, emollients and lubricants used in your facility.<br>Consider the need for repositioning for residents who spend most of their day sitting in a chair.<br>Fasano: P. 155<br>Quiz<br>Medcom: "Principles of Prevention" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 11. Provide a back rub when the resident is repositioned<br>12. Report any changes in skin condition immediately | AJN: "Nursing Management of Dermal Ulcers" |
| 9.12.3 Identify devices used to prevent pressure sores. | F. Prevention devices<br>1. Sheepskin pads<br>2. Bed cradle<br>3. Heel and elbow protectors<br>4. Egg crate mattress<br>5. Flotation pads or cushions<br>6. Pillows<br>7. Water beds<br>8. Alternating pressure mattress<br>9. Stryker frame<br>10. Circ O lectric bed | Demonstrate the application of the heel and elbow protectors used in your facility.<br>Hegner Workbook: P. 82-89 Quiz/Test/Study Questions<br>Demonstrate the use of preventive devices located in your facility.<br>Sorrentino: P. 219-220 Quiz/Test/Study Questions |
| 9.12.4 Review the four stages of tissue breakdown and identify the nurse aides role in assisting with treatment. | G. Tissue breakdown<br>1. Prevention is best treatment<br>2. Tissue breakdown occurs in stages<br>a. stage one - redness of skin over pressure point<br>(1) remove pressure<br>(2) massage area around affected area frequently<br>b. stage two - reddened skin with blister like lesions - epidermis may be broken<br>(1) remove pressure<br>(2) gently massage outside blistered area<br>(3) provide heat lamp treatments as ordered, following facility policy | Hogan and Sorrentino: P. 220-221 Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 76-82 Quiz/Test/Study Questions<br>Have the class discuss the force called shearing, and how it leads to tissue death. (Will and Eighmy: P. 125) |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (4) area covered with dry sterile dressing by licensed nurse | Kelly Workbook (1988): P. 48-53<br>Quiz/Test/Study Questions |
| | (5) report need for dressing changes | Kelly Workbook (1987): P. 51-55<br>Quiz/Test/Study Questions |
| | (6) report odor, drainage, any change in size | Caldwell and Hegner: P. 426-427<br>Quiz/Test/Study Questions |
| | c. stage three - skin tissue is destroyed and fatty tissue may be involved - infection and eschar (scab) may result | |
| | (1) continue prevention practices | |
| | (2) assist nurse with treatment | |
| | (3) report any changes in area | Schniedman, et al.: P. 179-180<br>Quiz/Test/Study Questions |
| | d. stage four - skin, fatty tissue, muscle and bone involved | |
| | (1) continue prevention practices | |
| | (2) assist nurse with treatment | |
| | (3) physician may debride area | |
| | (4) report any changes noted in area | |

# Unit 10

## Basic Nursing Skills

### Introduction

This unit introduces the basic nursing skills the nurse aide will need to develop in order to measure and record the resident's vital signs, height and weight, and intake and output. The vital signs provide information about changes in normal body function and the resident's response to treatment. The resident's weight, compared with their height, gives information about their nutritional status and changes in their medical condition. Intake and output records provide information on fluid balance and kidney function. When measured and recorded accurately all of this information is used by health care personnel to determine and evaluate medical treatment.

### Time Schedule

| | | | |
|---|---|---|---|
| Vital signs | 1 hour | | |
| Height and weight | | | |
| Intake and output | .5 hours | | |
| *Total Classroom Instruction* | 1.5 hours | (3 hours) | (6 hours) |
| Total Clinical Instruction | 5 hours | (8 hours) | (16 hours) |

### Lesson Presentation Materials
*(See reverse for Performance Checklists)*

Various types of thermometers

Stethoscope and sphygmomanometer

Intake and output forms

Graphic chart forms

Simulated resident unit containing practice equipment, linens, and supplies

Films and video cassettes relevant to the unit

### Terminology

Afebrile
Axillary
Calibrated
Dehydration
Diastolic pressure
Edema
Fahrenheit
Febrile
Hyperthermia
Hypothermia
Metric system
Systolic pressure

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist # 31 | Measuring an Oral Temperature (Glass Thermometer) |
| Performance Checklist # 32 | Measuring a Rectal Temperature (Glass Thermometer) |
| Performance Checklist # 33 | Measuring Temperature (Electronic Thermometer) |
| Performance Checklist # 34 | Counting the Radial Pulse Rate |
| Performance Checklist # 35 | Counting Respirations |
| Performance Checklist # 36 | Measuring Blood Pressure |
| Performance Checklist # 37 | Height and Weight |
| Performance Checklist # 38 | Measuring and Recording Fluid Intake and Output |

## Unit 10

## Basic Nursing Skills

## Terminology Defined

1. **Afebrile** - without a fever.
2. **Axillary** - armpit.
3. **Calibrated** - marked with graduations, standard measure on thermometers or graduate.
4. **Dehydration** - condition in which fluid output is greater than fluid intake.
5. **Diastolic pressure** - pressure in the arteries when the heart is at rest.
6. **Edema** - excessive collection of fluid in the tissues; swelling.
7. **Fahrenheit** - a measure of heat; scale used to express temperature.
8. **Febrile** - having a fever.
9. **Hyperthermia** - a greatly elevated temperature.
10. **Hypothermia** - a body temperature of 95 degrees F or below.
11. **Metric system** - system of weights and measures based on the meter, with all units based on the power of ten.
12. **Systolic pressure** - amount of force needed to pump blood out of the heart and into the arterial circulation.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.0 Provide personal care and basic nursing skills as directed by the licensed nurse. | I. Vital Signs | Fasano: P. 104-117 |
| | A. Reflect the function of three body processes that are essential for life<br>1. Regulation of body temperature<br>2. Heart function<br>3. Breathing | Simmers: P. 149-165<br>Sorrentino: P. 279-299<br>Badasch and Chesebro: P. 139-151 |
| 10.1 Explain the meaning of vital signs and the abbreviations used for each vital sign. | B. Abbreviations<br>1. Temperature - T<br>2. Pulse - P<br>3. Respirations - R<br>4. Blood pressure - BP<br>5. Vital signs - TPR and BP | Will and Eighmy: P. 92-104<br>Hogan and Sorrentino: P. 284-307<br>Johnson-Pawlson and Goodwin: P. 100-105 |
| | C. Purpose<br>1. Measured to detect any changes in normal body function<br>2. Used to determine a resident's response to treatment | Schniedman, et al.: P. 265-266<br>Hegner and Caldwell: P. 227-238<br>Caldwell and Hegner: P. 207-230 |
| | D. Measurement<br>1. Temperature - measures body heat<br>2. Pulse - measures heart beat<br>3. Respiration - measure how often a resident breathes<br>4. Blood pressure - measures pressure against the walls of blood vessels | Prepare a list of vocabulary words and have the students look them up and write down the definitions.<br>Medcom: "Temperature, Pulse, Respiration" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.2 Define body temperature and discuss the way it is measured. | II. Measurement of Body Temperature | Badasch and Chesebro: P. 139-151 |
| | A. Temperature - measure of body heat | Caldwell and Hegner: P. 207-217 |
| | 1. Heat production | |
| | a. muscles | Fasano: P. 105-109 |
| | b. glands | |
| | c. oxidation of food | Hogan and Sorrentino: P. 286-296 |
| | 2. Heat loss | |
| | a. respirations | Schniedman, et al.: P. 266-277 |
| | b. perspiration | |
| | c. excretion | Sorrentino: P. 280-290 |
| | 3. Balance between heat production and loss is body temperature | Hegner and Caldwell: P. 227-232 |
| 10.2.1 List the factors that affect temperature. | 4. Factors affecting temperature | |
| | a. exercise | Simmers: P. 150-157 |
| | b. illness | |
| | c. age | Will and Eighmy: P. 92-99 |
| | d. time of day | |
| | e. medications | Johnson-Pawlson and Goodwin: P. 103-105 |
| | f. infection | |
| | g. emotions | |
| | h. hydration | Medcom: "Measuring Temperature" |
| | i. crying | |
| | j. environmental temperature | Caldwell and Hegner: P. 218<br>Quiz/Test/Study Questions |
| | B. Equipment - thermometer | |
| | 1. Instrument used to measure body temperature | |
| | 2. Types | Have students review the different types of thermometers and explain the use of each. |
| | a. glass | |
| | (1) oral | |
| | (2 rectal | |
| | (3) security | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. chemically treated paper - disposable<br>c. plastic - disposable<br>d. electronic - probe covered with disposable shield | |
| 10.2.2 Identify the normal temperature range, and the normal body temperature | 3. Normal temperature range<br>a. 96.8 - 100.4 degrees F - Fahrenheit<br>b. 36 - 38 degrees C - Celsius<br>c. 98.6 degrees F - "normal" temperature | |
| 10.2.3 Describe the way to read a thermometer. | 4. To read the glass thermometer<br>a. hold it at eye level<br>b. locate the solid column of mercury<br>c. observe the lines on the scale at the upper side of the column of mercury<br>d. read at the point where the mercury ends<br>e. if it falls between two lines, read it to the closest line<br>(1) long line represents degree<br>(2) short line represents 0.1 of a degree | Fasano: P. 108-109<br>Quiz<br>Have students divide into small groups and practice taking temperatures, reading thermometers and recording the results on the appropriate facility forms. |
| 10.2.4 List and discuss the sites used to take a body temperature. | 5. Sites to take body temperature<br>a. oral - most common<br>b. rectal - most accurate - registers one degree F higher than oral<br>c. axillary - least accurate - registers one degree F lower than oral | |
| | 6. Condition of resident determines which is the best site for measuring body temperature | Discuss under what conditions an axillary temperature would be taken. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.2.5 Review safety precautions that should be considered when using a thermometer. | 7. Safety precautions<br>a. hold rectal and axillary thermometers in place<br>b. stay with resident when taking temperature<br>c. check glass thermometers for chips<br>d. prior to use, shake mercury down<br>e. shake thermometer away from resident and hard objects<br>f. wipe from end to tip of thermometer prior to reading<br>8. Delay taking temperature for fifteen minutes if resident has been smoking, eating or drinking hot/cold liquids | Hegner Workbook: P. 55-59<br>Quiz/Test/Study Questions<br>Simmers Workbook: P. 85-86<br>Quiz/Test/Study Questions |
| 10.2.6 Demonstrate the procedure for measuring an oral temperature using a glass thermometer. | III. Measure an Oral Temperature (Glass Thermometer)<br>A. Equipment - oral thermometer, tissues, paper and pen<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Explain the procedure<br>5. Provide privacy<br>6. Ask if resident has recently had hot or cold fluids or been smoking. Wait 15 minutes if the response was positive<br>7. Rinse the thermometer with cool water, check for chips, and dry with tissue | Demonstration<br>Return demonstration after practrice in skills area.<br>Performance checklist # 31<br>Measuring an Oral Temperature<br>(Glass Thermometer) |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Shake the mercury down<br>9. Place the bulb end of the thermometer under the resident's tongue, and ask that the resident keep their mouth and lips closed<br>10. Leave the thermometer in the resident's mouth for 5 to 10 minutes. Pulse and respirations can be checked while waiting<br>11. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb<br>12. Read the thermometer accurately<br>13. Record the temperature<br>14. Shake the mercury down<br>15. Replace the thermometer in its container or return to proper place for cleaning<br>16. Make the resident comfortable<br>17. Wash your hands<br>18. Report abnormal readings, and record following facility policy | |
| 10.2.7 Demonstrate the procedure for measuring a rectal temperature using a glass thermometer. | IV. Measuring a Rectal Temperature (Glass Thermometer)<br>A. Equipment - Rectal thermometer, tissues, lubricating jelly, disposable gloves (optional), paper and pen<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Explain the procedure | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 32 Measuring a Rectal Temperature (Glass Thermometer) |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Provide privacy<br>6. Place bed in flat position at working level<br>7. Have resident turn on side<br>8. Check the rectal thermometer for chips or cracks and shake the mercury down<br>9. Lubricate bulb of thermometer and insert one inch through the anus<br>10. Hold the thermometer in place for 3-5 minutes. STAY WITH RESIDENT<br>11. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb<br>12. Read the thermometer accurately<br>13. Record the temperature and write an R after the figure. (R - rectal temperature)<br>14. Shake the mercury down<br>15. Return the thermometer to the appropriate area for cleaning<br>16. Make the resident comfortable and reposition bed<br>17. Wash your hands<br>18. Report any abnormal readings, and record following facility policy | |
| 10.2.8 Demonstrate measuring temperature using an electronic thermometer. | V. Measuring Temperature (Electronic Thermometer)<br>A. Equipment - electronic thermometer, disposable probe cover, appropriate attachment (oral, rectal, axillary), paper and pen, lubricating jelly for rectal thermometer | Demonstration<br>Return demonstration after practice in skills area<br>Performance checklist # 33 Measuring Temperature (Electronic Thermometer) |

B. Procedure
1. Assemble equipment
2. Wash your hands
3. Identify the resident
4. Explain the procedure
5. Provide privacy
6. Position bed at working level
7. Remove probe from stored position and insert into disposable probe cover
8. Insert the covered probe into mouth, axilla or rectum. Probe should be lubricated for rectal temperature
9. Hold the probe in place
10. Wait for the signal indicating the temperature reading is complete
11. Remove the probe and discard the probe cover. Do not touch the cover
12. Return the probe to its stored position
13. Record the temperature using R and A as appropriate.
14. Make the resident comfortable and reposition the bed
15. Wash your hands
16. Report any abnormal readings, and record following facility policy

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.3 Define pulse and discuss the way it it is measured. | VI. Measurement of Pulse | Hogan and Sorrentino: P. 296-301 |
| | A. Pulse is the pressure of the blood pushing against the wall of an artery as the heart beats and rests | Will and Eighny: P. 99-101<br>Fasano: P. 109-110 |
| | B. Easier to locate in arteries close to the skin which can be pressed against a bone | Hegner and Caldwell: P. 232-234<br>Schniedman, et al.: P. 278-283 |

| Objective | Course Content | Learning Activities |
|---|---|---|
| | C. Sites for taking a pulse<br>1. Radial - wrist-used most frequently<br>2. Temporal - side of forehead<br>3. Carotid - at the neck<br>4. Brachial - inner aspect of forearm<br>5. Femoral - inner aspect of upper thigh<br>6. Popliteal - behind knee<br>7. Dorsalis pedis - top of foot arch<br>8. Apical pulse - over apex of heart<br>a. taken with a stethoscope<br>b. left side of front of chest | Sorrentino: P. 290-295<br>Johnson-Pawlson and Goodwin: P. 102<br>Simmers: P. 157-158, 161-163<br>Caldwell and Hegner: P. 219-222<br>Badasch and Chesebro: P. 144-146 |
| 10.3.1 List the factors that affect the pulse. | D. Factors affecting pulse<br>1. Age<br>2. Sex<br>3. Position<br>4. Drugs<br>5. Illness<br>6. Emotions<br>7. Exercise<br>8. Elevated temperature<br>9. Physical training | Demonstrate locating pulses at the various body sites.<br>Have the class practice taking each others pulse rate at various sites. |
| 10.3.2 Identify the normal pulse range. | E. Average pulse rates<br>1. Adult men--60-70 beats per minute<br>2. Adult women--65-80 beats per minute<br>3. General range--60-90 beats per minute | Have the class differentiate between bradycardia and tachycardia. |
| | F. Documenting the pulse rate<br>1. Noted as number of beats per minute<br>2. Rhythm--regular or irregular<br>3. Volume--strong, weak, thready, bounding | Have the class practice documenting on the graphic sheet.<br>Simmers Workbook: P. 92<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.3.3 Demonstrate counting the radial pulse rate. | VII. Counting the Radial Pulse Rate<br>A. Equipment - watch with second hand, paper and pen<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Position resident so that hand and arm are resting comfortably<br>7. Find the pulse by placing the tips of your middle three fingers on the palm side of the resident's wrist over the radial artery<br>8. Press lightly until you feel the beat, note the rhythm and if the beat is steady or irregular, strong or weak<br>9. Note the position of the second hand on your watch, and count the pulse rate for one full minute<br>10. Record the pulse rate<br>11. Make the resident comfortable<br>12. Wash your hands<br>13. Report any unusual findings : irregular rhythm, weak or bounding force, changes from previous measurements, pulse rate under 60 or over 90 beats per minute | Demonstration<br>Return demonstration after practice in the skills area.<br>Performance checklist # 34 Counting the Radial Pulse Rate |
| 10.4 Define respiration and discuss how the respiratory rate is measured. | VIII. Measuring Respirations | Simmers: P. 158-159<br>Schniedman, et al.: P. 284-286 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | A. Respiration - the process of taking in oxygen and expelling carbon dioxide from the lungs and respiratory tract | Fasano: P. 111-112<br>Sorrentino: P. 295-296 |
| 10.4.1 List the factors that affect the respiratory rate. | B. Factors affecting rate<br>1. Age<br>2. Exercise<br>3. Position<br>4. Drugs<br>5. Sex<br>6. Illness<br>7. Emotions<br>8. Elevated temperature | Caldwell and Hegner: P. 222-223<br>Hegner and Caldwell: P. 234-235<br>Hogan and Sorrentino: P. 302<br>Johnson-Pawlson and Goodwin: P. 103<br>Will and Eighmy: P. 101 |
| 10.4.2 Identify the normal range of respirations. | C. Normal range<br>1. 12-20 respirations per minute<br>2. Quiet<br>3. Effortless<br>4. Regular | Badasch and Chesebro: P. 146-147 |
| | D. Guidelines for measurement<br>1. Counted when resident is at rest<br>2. Resident should be unaware that respirations are being counted<br>3. Usually counted after taking pulse<br>4 Count for one full minute<br>5. Note<br>a. rate - number of respirations per minute<br>b. rhythm - regularity<br>c. character<br>(1) shallow<br>(2) deep<br>(3) labored<br>6. Report unusual observations | Fasano: P. 112-113<br>Quiz<br>Simmers Workbook: P. 94<br>Quiz/Test/Study Questions<br>Have the class consider a reason for the resident to be unaware that respirations are being counted<br>Hegner Workbook: P. 60-62<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.4.3 Demonstrate counting respirations. | IX. Counting Respirations | Demonstration |
| | A. Equipment - watch with a second hand, paper and pen | Return demonstration after practice in skills area |
| | B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. After counting the pulse rate, leave your fingers in place and count the number of times the chest rises and falls. One rise and one fall of the chest counts as one respiration<br>6. Count the respirations for one full minute, using watch with second hand<br>7. Record the respirations<br>8. Make the resident comfortable<br>9. Wash your hands<br>10. Report any unusual observations | Performance checklist # 35 Counting Respirations<br>Caldwell and Hegner: P. 224<br>Quiz/Test/Study Questions<br>Medcom: "Measuring Pulse, Respirations, and Blood Pressure" |
| 10.5 Define Blood Pressure and discuss how it is measured. | X. Measuring Blood Pressure | Sorrentino: P. 296-299<br>Fasano: P. 113-115<br>Simmers: P. 163-165<br>Badasch and Chesebro: P. 148-151<br>Will and Eighmy: P. 102-104<br>Hogan and Sorrentino: P. 303-305<br>Schniedman, et al.: P. 287-292 |
| | A. Blood pressure is the force of the blood pushing against the walls of the blood vessels<br>1. Systolic pressure is the greatest force exerted when heart is contracting<br>2. Diastolic pressure is the least force exerted as the heart relaxes | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.5.1 List factors that influence blood pressure. | B. Factors influencing blood pressure<br>1. Weight<br>2. Sleep<br>3. Age<br>4. Emotions<br>5. Sex<br>6. Heredity<br>7. Viscosity of blood | Hegner and Caldwell: P. 235-238<br>Caldwell and Hegner: P. 225-230<br>Johnson-Pawlson and Goodwin: P. 100-102 |
| | C. Equipment<br>1. Sphygmomanometer<br>a. cuff-different sizes<br>b. pressure control bulb<br>c. pressure gauge-marked with numbers<br>(1) aneroid<br>(2) mercury<br>2. Stethoscope<br>a. magnifies sound<br>b. diaphragm or bell | Have the class differentiate between hypertension and hypotension.<br>Medcom: "Blood Pressure"<br>Simmers Workbook: P. 104-106<br>Quiz/Test/Study Questions<br>Simmers Workbook: P. 96-101<br>Practice Graphing TPR and BP |
| 10.5.2 Identify the normal blood pressure range. | D. Normal blood pressure range<br>1. Systolic--90-140 millimeters of mercury<br>2. Diastolic--60-90 millimeters of mercury | Sorrentino: P. 300<br>Quiz/Test/Study Questions<br>Hogan and Sorrentino: P. 306-307<br>Quiz/Test/Study Questions. |
| | E. Guidelines for measurements<br>1. Measure in upper arm over brachial artery<br>2. Apply cuff over the brachial artery 2 cm above the antecubital area | Hegner and Caldwell: P. 243-244<br>Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 230, 236-237<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Stethoscope bell is placed over the the brachial artery | Fasano: P. 115<br>Quiz |
| | 4. Inflate cuff to stop the flow of blood | |
| | 5. Release pressure slowly | |
| | 6. First sound heard-systolic pressure | |
| | 7. Last sound heard or change-diastolic pressure. | |
| | 8. Record - systolic/diastolic | |
| | 9. Resident in relaxed position-sitting or lying down | |
| | 10. Blood pressure usually in left arm | Kelly Workbook (1987): P. 69-74<br>Quiz/Test/Study Questions |
| | 11. Do not measure blood pressure in arm with IV, A-V shunt (dialysis), cast, wound or sore | Kelly Workbook (1988): P. 67-73<br>Quiz/Test/Study Questions |
| | 12. Apply cuff to bare upper arm, not over clothing | Will and Eighmy Workbook: P. 56-60<br>Quiz/Test/Study Questions |
| | 13. Room quiet so blood pressure can be heard | |
| | 14. Sphygmomanometer must be clearly visible | Hegner Workbook: P. 63-66<br>Quiz/Test/Study Questions |
| | 15. When brachial pulse no longer heard inflate cuff additional 30 mmHg | |
| | F. Reading the gauge | |
| | 1. Large lines are at increments of 10 mmHg | |
| | 2. Shorter lines at 2 mm intervals | |
| | 3. Take reading at closest line | |
| | 4. Gauge should be at eye level | |
| | 5. Mercury column gauge must not be tilted | |
| | 6. Reading taken from top of column of mercury | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.5.3 Demonstrate the procedure for measuring blood pressure. | XI. Measuring Blood Pressure<br>A. Equipment - sphygmomanometer, stethoscope, antiseptic pads, paper and pen<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad<br>7. Position resident in a sitting or lying position<br>8. Bare the resident's arm<br>9. Extend resident's arm level with heart, palm upward<br>10. Loosen the valve on the bulb and expel any remaining air from the cuff by squeezing<br>11. Wrap the cuff smoothly and snugly around the resident's arm with the arrow on the cuff pointing toward the brachial pulse<br>12. Check to be sure the manometer is positioned so you can read the numbers easily<br>13. Place the earplugs of the stethoscope in your ears<br>14. Locate the brachial pulse with your fingertips and place the diaphragm of the stethoscope directly over the pulse<br>15. Tighten the thumbscrew on the valve to close it | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 36 Measuring Blood Pressure |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 16. Hold the stethoscope in place and inflate the cuff 30 mmHg beyond the point at which you last heard the pulse<br>17. Deflate the cuff at an even rate by turning the valve counterclockwise<br>18. Note the point on the scale where you heard the first sound (systolic reading)<br>19. Note the point where the sound disappears or changes (diastolic reading)<br>20. Deflate the cuff completely and remove it from the resident's arm<br>21. Record your reading<br>22. Return the cuff to its proper place<br>23. Make the resident comfortable<br>24. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad<br>25. Wash your hands<br>26. Report any unusual readings or observations<br>27. Record the blood pressure in the appropriate place, following facility policy | Badasch and Chesebro Workbook:<br>P. 75-85<br>Quiz/Test/Study Questions |
| 10.6 Discuss height and weight and how it is measured. | XII. Measuring Height and Weight<br>A. Baseline measurement obtained on admision and must be accurate<br>B. Height measurements<br>1. Feet<br>2. Inches<br>3. Centimeters | Caldwell and Hegner: P. 231-235<br>Will and Eighmy: P. 88-91<br>Badasch and Chesebro: P. 270<br>Simmers: P. 151-153<br>Have the class discuss how they would measure a resident if the resident was unable to stand. (Measuring tape) |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Weight measurements<br>1. Pounds<br>2. Ounces<br>3. Kilograms<br>D. Reasons for obtaining this information<br>1. Indicator of nutritional status<br>2. Indicates change in medical condition<br>3. Used to order medications | Fasano: P. 102-103<br>Hegner and Caldwell: P. 238-241<br>Sorrentino: P. 319<br>Hogan and Sorrentino: P. 329-331<br>Johnson-Pawlson and Goodwin: P. 106<br>Medcom: "Measuring Weight" |
| 10.6.1 List three guidelines for weighing residents. | E. Guidelines for weighing residents<br>1. Use the same scale each time<br>2. Wear similar amount of clothing when weighed<br>3. Weigh at the same time each day<br>F. Scales<br>1. Remain more accurate if moved as little as possible<br>2. Various types of scales<br>a. bathroom scale<br>b. standing scale<br>c. scales attached to hydraulic lifts<br>d. wheelchair scales<br>e. bed scales | Have students practice weighing themselves wearing different amounts of clothing and note variations in weight.<br>Caldwell and Hegner: P. 235<br>True/Take Quiz<br>Simmers Workbook: P. 288-292<br>Quiz/Test/Study Questions<br>Have students practice using the various types of scales located in the facility.<br>Hegner Workbook: P. 67-71<br>Quiz/Test/Study Questions |
| 10.6.2 Demonstrate the procedure for measuring height and weight. | XIII. Height and Weight<br>A. Equipment - previous weight as documented, paper towel, upright scale, paper and pen<br>B. Procedure<br>1. Assemble equipment | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 37<br>Height and Weight |

Objectives | Course Content | Learning Activities

2. Wash your hands
3. Identify the resident
4. Explain the procedure
5. Ask the resident's weight
6. Transport or escort the resident to the scales
7. Place paper towel on scale platform
8. Check to see that weights are to the extreme left and the balance beam hangs free
9. Provide privacy
10. Assist the resident to remove shoes and step on scale platform
11. Move weights to previously documented weight or resident's estimate of weight
12. Adjust the weights until the scale is balanced
13. Record the resident's weight
14. Elevate the height bar
15. Lower the height bar unit until it rests level on the resident's head
16. Record the number of inches indicated
17. Assist the resident to put on shoes
18. Discard the paper towel
19. Return weights to the extreme left on scale
20. Return resident to room
21. Wash your hands
22. Record information on resident's record, according to facility policy
23. Report weight gains or losses

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 10.7 Discuss measuring and recording intake and output, and conditions for which this procedure would be ordered. | XIV. Measuring Intake and Output<br>A. Fluid balance<br>1. Consume 2 1/2 - 3 1/2 quarts daily<br>a. eating<br>b. drinking<br>2. Eliminate 2 1/2 - 3 1/2 quarts daily<br>a. urine<br>b. perspiration<br>c. respiration | Caldwell and Hegner: P. 312-315<br>Will and Eighmy: P. 223-231<br>Badasch and Chesebro: P. 265-267<br>Simmers: P. 419-422<br>Johnson-Pawlson and Goodwin: P. 179-182<br>Sorrentino: P. 270-272 |
| 10.7.1 Identify four symptoms of edema. | B. Edema - fluid intake exceeds fluid output<br>1. Retention<br>2. Symptoms<br>a. weight gain<br>b. swelling of feet, ankles, hands, fingers, face<br>c. decreased urine output<br>d. shortness of breath<br>e. collection of fluid in abdomen | Hogan and Sorrentino: P. 273-276<br>Schniedman, et al.: P. 338-346<br>Hegner and Caldwell: P. 397-401<br>Fasano: P. 170-171 |
| 10.7.2 List four symptoms of dehydration. | C. Dehydration - fluid output exceeds fluid intake<br>1. Common problem of long term care residents<br>2. Symptoms<br>a. thirst<br>b. decreased urine output<br>c. parched or cracked lips<br>d. dry, cracked skin<br>e. fever<br>f. weight loss<br>g. concentrated urine<br>h. tongue coated and thick | Medcom: "Intake and Output"<br>Hegner Workbook: P. 97-101<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Causes<br>a. poor fluid intake<br>b. diarrhea<br>c. bleeding<br>d. vomiting<br>e. excessive perspiration | Review the facility policy, procedure and practices for measuring and recording intake and output.<br>Practice recording intake and ouput on facility forms. |
| | D. Fluids measured in cubic centimeters cc<br>1. 30 cc = 1 ounce<br>2. cc - metric measure | Have the class differentiate between restricting fluids and forcing fluids. |
| 10.7.3 Identify the items that would be measured and recorded as fluid intake. | XV. Recording Intake and Output<br>A. Physician orders intake & output<br>B. Intake includes:<br>1. All liquid taken by mouth<br>2. Food items that turn to liquid at room temperature<br>3. Tube feedings<br>4. Fluids given by intravenous infusion | Simmers Workbook: P. 363-375 Quiz/Test/Study Questions<br>Will and Eighmy Workbook: P. 114-117 Quiz/Test/Study Questions |
| 10.7.4 List the items that would be measured and recorded to determine urine output. | C. Output includes<br>1. Urine<br>2. Emesis<br>3. Drainage<br>4. Suctioned secretions<br>5. Excessive perspiration | Have the class discuss ways to estimate the output of drainage and excessive perspiration. |
| 10.7.5 Demonstrate measuring and recording fluid intake and output. | XVI. Measuring and Recording Fluid Intake and Output | Demonstration |
| | A. Equipment - Intake/output record, graduated container, pen for recording, disposable gloves (Follow facility policy) | Return demonstration after practice measuring fluids. |

| Objective | Course Content | Learning Activitiea |
|---|---|---|
|  | B. Procedure<br>Intake<br>1. Explain to the resident that their fluid intake is being recorded<br>2. Have the resident help to record fluids, if he or she is able<br>3. Record intake on the bedside intake record. Intake includes: amount of fluid resident takes with meals, amount of water and fluids taken between meals. All other fluids given by mouth, intravenously, or by tube feeding<br>4. Use a graduated container or listing of standard facility amounts for measuring<br>5. Record fluids in cubic centimeters (cc) which are the same as milliliters (ml)<br>6. Record the total at the end of each shift and at the end of the 24 hours<br>7. Chart totals in the designated area on the intake/output record, following facility policy<br>Output<br>1. Explain to the resident that their urine output is being recorded, and she or he will need to use a bedpan or urinal<br>2. Remind the resident not to put toilet paper in the bedpan<br>3. Wash your hands<br>4. Identify the resident<br>5. Provide privacy<br>6. Pour urine from bedpan or urinal into graduated container. Read amount | Performance checklist # 38<br>Measuring and Recording Fluid Intake and Output |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 7. Record all liquid output<br>Output includes: urine, vomitus (emesis), drainage from wound or stomach, liquid stool, blood loss, perspiration (follow facility policy)<br>8. Observe liquid output for unusual appearance<br>9. Empty urinal/bedpan and rinse<br>10. Rinse graduate container<br>11. Remove and dispose of gloves<br>12. Wash your hands<br>13. Record amount of output in the output column on the bedside intake/output record, in cubic centimeters (cc), following facility policy<br>14. Document time, urine output amount and character and resident reaction<br>15. Total and record the amount of output at the end of each shift<br>16. Chart totals in the designated area on the intake/output record, following facility policy | Follow facility procedures for measuring liquid output.<br>Schniedman, et al.: P. 277, 283, 286, 292<br>Quiz/Test/Study Questions |

## Unit 11

## Resident Care Procedures

### Introduction

Residents of long term care facilities frequently require assistance to meet their normal elimination needs. They may also require special procedures that you, as a nurse aide, will complete or assist the nurse to complete. This unit explores helping the resident to the bathroom; assisting with use of the bedside commode, bedpan and urinal; providing catheter care and emptying a urine drainage bag; administering enemas; heat and cold applications; non-sterile dressings and assisting the professional nurse with a physical examination.

### Time Schedule

| | | | |
|---|---|---|---|
| Assisting with elimination needs | 2 hours | | |
| Assisting with special procedures | 1 hour | | |
| *Total Classroom Instruction* | 3 hours | (5 hours) | (10 hours) |
| Total Clinical Instruction | 8 hours | (12 hours) | (24 hours) |

### Lesson Presentation Materials
*(See reverse for Performance Checklists)*

Facility policies and procedures

Simulated resident unit containing practice equipment, linens, and supplies

Films and video cassettes relevant to the unit

### Terminology

Acetone

Compress

Defecation

Enema

Feces

Flatus

Occult blood

Rectal tube

Reflux

Sitz bath

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist # 39 | Assist With Use of Bathroom |
| Performance Checklist # 40 | Assist With Use of Bedside Commode |
| Performance Checklist # 41 | Assist With Use of Bedpan |
| Performance Checklist # 42 | Assist With Use of Urinal |
| Performance Checklist # 43 | Providing Catheter Care |
| Performance Checklist # 44 | Emptying a Urine Drainage Bag |
| Performance Checklist # 45 | Collecting a Routine Urine Specimen |
| Performance Checklist # 46 | Testing Urine for Sugar |
| Performance Checklist # 47 | Testing Urine for Acetone |
| Performance Checklist # 48 | Collecting a Stool Specimen |
| Performance Checklist # 49 | Administering a Cleansing Enema |
| Performance Checklist # 50 | Heat or Cold Applications |
| Performance Checklist # 51 | Applying a Nonsterile Dressing |
| Performance Checklist # 52 | Assist With a Physical Examination |

# Unit 11

## Resident Care Procedures

## Terminology Defined

1. **Acetone** - ketone bodies found in the urine due to the rapid metabolism of fat for energy.
2. **Compress** - localized application of heat or cold.
3. **Defecation** - a bowel movement, process of eliminating waste products from the bowel.
4. **Enema** - introduction of fluid into the rectum and colon.
5. **Feces** - solid human waste products in the colon.
6. **Flatus** - gas or air found in the stomach or intestines.
7. **Occult Blood** - minute quantity of blood recognized only by a microscope or chemical means.
8. **Rectal Tube** - tube inserted into the rectum to relieve flatulence and intestinal distention.
9. **Reflux** - return flow of urine into the bladder from a drainage bag.
10. **Sitz Bath** - equipment used to provide moist heat to the genital and anal area.

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**Objectives**

11.0 Assist the resident with elimination needs and complete or assist the nurse with special procedures.

11.1 Identify the common equipment used to assist with elimination of waste products.

**Course Content**

I. Elimination of Waste Products
  A. Natural process
  B. Healthy individuals have regular habits
  C. Equipment
    1. Bedpan
      a. regular size - used by female for urination and both men and women for defecation
      b. fracture pan - smaller and flatter and usually used with fracture of vertebrae, pelvis or leg
    2. Urinal
      a. used by men
      b. used for urination
    3. Bedside commode
      a. portable chair
      b. contains opening for a bedpan or similar type container
      c. used for residents unable to walk to bathroom
    4. Receptacles
      a. plastic
      b. stainless steel

**Learning Activities**

Badasch and Chesebro: P. 258, 264, 267-269, 281-287

Fasano: P. 118-131, 172-180, 214-222

Simmers: P. 338-345, 362-367, 424-441, 464-469

Hegner and Caldwell: P. 245-256, 359 377, 387-400, 436-444

Caldwell and Hegner: P. 283-287, 316-346, 463-465, 486-491, 498-503

Sorrentino: P. 221-259, 330-352

Hogan and Sorrentino: P. 223-262, 340 365

Johnson-Pawlson and Goodwin: P. 128-129, 227-230, 239-240, 247-258

Will and Eighmy: P. 145-152, 210-219, 231-239, 308-311

Discuss the use of fracture pans in long term care facilities.

Schniedman, et al.: P. 181-185

| | Objectives | | Course Content | Learning Activities |
|---|---|---|---|---|
| 11.2 | Review the guidelines to follow when assisting the resident with elimination needs. | D. | Guidelines to assist with elimination<br>1. Don't make the resident wait for assistance. Help with elimination needs as soon as the request is made<br>2. Assist to as normal a voiding position as possible<br>a. men stand<br>b. women sit<br>3. Provide privacy and warmth<br>a. close doors, curtains, and drapes<br>b. assist with robe and slippers<br>c. cover with cotton blanket or lap robe when using bedside commode<br>d. leave the area if it is safe to leave the resident alone<br>4. Warm the bedpan or urinal with warm water prior to use and dry well<br>5. Provide toilet paper and place the call signal within the resident's reach<br>6. Offer the bedpan periodically as residents may be uncomfortable requesting its use<br>7. Do not leave the resident on the bedpan for long periods of time<br>8. Cover and empty the bedpan immediately and provide air freshener to mask odors when indicated | Caldwell and Hegner: P. 283-287<br>Hogan and Sorrentino: P. 223-229<br>Will and Eighmy: P. 231-234<br>Fasano: P. 124-128<br>Johnson-Pawlson and Goodwin: P. 128-129<br>Badasch and Chesebro: P. 258<br>Simmers: P. 424-426<br>Sorrentino: P. 222-227<br>Hegner and Caldwell: P. 364-367, 387, 390-391<br>Discuss the use of suppositories and laxatives.<br>Simmers workbook: P. 379<br>Quiz/Test/Study Questions<br>Medcom: "Bowel Elimination: Guidelines for Nursing Care" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Put on a disposable glove and assist the resident to clean the genital area as necessary | Have the class differentiate between constipation and diarrhea. |
| | 10. Assist the resident with handwashing<br>a. at the sink<br>b. by providing a basin of warm water<br>c. by giving a wet washcloth | Medcom: "Techniques in Toileting and Personal Care" |
| 11.2.1 Demonstrate the procedure to follow when assisting the resident to use the bathroom. | II. Assisting the Resident to Use the Bathroom. | Demonstration |
| | A. Equipment - resident's robe and slippers, disposable glove (optional) | Return demonstraction after practice in skills area. |
| | B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Assemble equipment<br>4. Provide privacy<br>5. Explain the procedure<br>6. Assist resident to sitting position<br>7. Help resident put on robe and slippers<br>8. Assist to stand and ambulate to bathroom<br>9. Adjust clothing allowing resident to sit comfortably on commode<br>10. Place toilet tissue and call signal within reach of resident<br>11. Provide time for privacy, if resident can be safely left alone<br>12. Ask the resident to signal when finished<br>13. Put on disposable glove and assist the resident to clean the genital area, if indicated | Performance checklist # 39<br>Assists With Use of Bathroom |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 14. Remove disposable glove and discard<br>15. Assist the resident to wash hands<br>16. Help the resident to return to bed Remove robe and slippers<br>17. Provide for comfort<br>18. Clean the area<br>19. Wash your hands<br>20. Report and record any unusual observations, following facility policy | |
| 11.2.2 Demonstrate the procedure to follow when helping the resident to use a bedside commode. | III. Assisting the resident to use a bedside commode<br>A. Equipment - Portable commode and container, container cover, toilet tissue, basin of warm water, soap dish, washcloth, towel, disposable glove (optional)<br>B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Assemble equipment<br>4. Provide privacy<br>5. Explain the procedure<br>6. Place commode next to bed. Open the cover and adjust the container under the toilet seat<br>7. Assist resident to sit on side of bed, put slippers on resident and transfer to bedside commode<br>8. Place toilet tissue and call signal within reach of resident | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 40 Assists With Use of Bedside Commode |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Provide time for privacy, if resident can be safely left alone | |
| | 10. Ask the resident to signal when finished | |
| | 11. Put on disposable glove, and assist the resident to clean the genital area, if indicated | |
| | 12. Remove disposable glove and discard | |
| | 13. Assist the resident back to bed and remove slippers | |
| | 14. Close the cover on the commode | |
| | 15. Remove container from commode, cover and take to bathroom | |
| | 16. Observe appearance of feces or urine, measure output if ordered and/or collect a specimen if required | |
| | 17. Empty the container into the toilet and flush | |
| | 18. Clean the container following facility procedure | |
| | 19. Assist the resident with hand washing and provide for comfort | |
| | 19. Clean the area | |
| | 20. Wash your hands | |
| | 21. Report and record any unusual observations, following facility policy | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.2.3 Demonstrate the procedure to follow when assisting the resident to use a bedpan. | IV. Assisting the Resident to Use a Bedpan<br>A. Equipment - Bedpan, bedpan cover, toilet tissue, basin of warm water, soap dish, soap, washcloth, towel, disposable glove (optional)<br>B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Assemble equipment<br>4. Provide privacy<br>5. Explain the procedure<br>6. Warm metal bedpan by running warm water over it and drying the outside surface<br>7. Place bedpan on a chair<br>8. Lower the head of the bed and the siderail<br>9. Fold top linens out of the way and raise the resident's gown<br>10. Ask the resident to bend knees and place feet flat on mattress while lifting hips. Assist, as needed, by slipping hand under lower back and lifting. Position the bedpan under the buttocks<br>11. Turn the resident to his or her side, if he or she is unable to assist. Position the resident away from you, and place the bedpan against the buttocks. Push the bedpan downward into the mattress as you roll the resident back onto the bedpan<br>12. Replace the top linens and elevate head of bed and siderail<br>13. Place toilet tissue and call signal within reach of resident<br>14. Provide time for privacy, if resident can be safely left alone | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 41<br>Assists With Use of a Bedpan |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 15. Ask the resident to signal when finished<br>16. Remove bedpan, cover and place on chair<br>17. Put on disposable glove, and assist the resident to clean the genital area, if indicated<br>18. Take bedpan to bathroom. Observe appearance of feces or urine, measure output if ordered, and/or collect a specimen if required<br>19. Empty the bedpan into the toilet and flush<br>20. Clean the bedpan following facility procedure<br>21. Assist the resident with handwashing and provide for comfort<br>22. Clean the area<br>23. Wash your hands<br>24. Report and record any unusual observations, following facility policy |  |
| 11.2.4 Demonstrate the procedure to follow when assisting a resident to use a urinal. | V. Assisting the Resident with Use of a Urinal<br>A. Equipment - urinal, urinal cover, basin of warm water, soap dish, soap, washcloth, towel, disposable glove (optional)<br>B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Assemble equipment<br>4. Provide privacy<br>5. Explain the procedure and put on the disposable glove<br>6. Give the resident the urinal or place the urinal between the legs, with the penis inside the opening | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 42 Assists With Use of Urinal<br>Medcom: "Urinary Care" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Tilt the urinal downward to prevent spills<br>8. Provide privacy if resident can safely be left alone<br>9. Ask the resident to signal when finished<br>10. Remove urinal, cover and take to bathroom<br>11. Observe appearance of urine, measure output if ordered and or collect a specimen if required<br>12. Empty urine into toilet and flush<br>13. Clean urinal according to facility procedure and return to bedside stand<br>14. Assist the resident with handwashing and provide for comfort<br>15. Wash your hands<br>16. Report and record any unusual observations, following facility policy | |
| 11.3 Discuss catheters and catheter care. | VI. Catheters - Rubber or Plastic<br>A. Used to drain urine from the bladder<br>B. Inserted by a licensed nurse after being ordered by a physician<br>C. Indwelling catheters connected to tubing which flows into urinary drainage bag<br>D. Use<br>1. Residents with nerve injury<br>a. following spinal cord injury<br>b. after stroke<br>2. After surgery<br>3. Some incontinent residents | Johnson-Pawlson and Goodwin: P. 239-240<br>Sorrentino: P. 227-230<br>Fasano: P. 214-215, 218-222<br>Hogan and Sorrentino: P. 229-232<br>Will and Eighmy: P. 234-237<br>Caldwell and Hegner: P. 498-503<br>Simmers: P. 427-428<br>Hegner and Caldwell: P. 393-397, 399 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | E. Increased risk of urinary tract infections<br>1. Urinary meatus must be kept clean<br>2. Catheter care given at least daily | Schniedman, et al.: P. 346-351 |
| 11.3.1 Identify guidelines to follow when caring for residents with Foley catheters. | F. Guidelines to follow when caring for residents with indwelling catheters<br>1. Catheter tubing and drainage tubing are kept free of kinks, so that urine can flow freely<br>2. Report any leakage, complaints of pain, burning or the need to urinate<br>3. Observe and report any swelling, skin irritation or discoloration<br>4. Measure and record urinary output accurately, noting color, odor and appearance of urine<br>5. Keep the collection bag below the bladder<br>6. Collection bags are attached to the bedframe, never to the side rail or left on the floor<br>7. Follow facility policy for taping the catheter to the resident's thigh, and coil the tubing and pin it to the bottom linen<br>8. Do not disconnect the system unless absolutely necessary<br>9. When emptying a urine drainage bag the drain should not touch the measuring container or graduate | Simmers Workbook: P. 383<br>Quiz/Test/Study Questions<br>Review facility procedure for catheter use.<br>Have the class discuss how reflux can be prevented.<br>Medcom: "The Indwelling Catheter: Guidelines for Nursing Care" |
| 11.3.2 Demonstrate the procedure for providing catheter care. | VII. Providing Catheter Care | Demonstration |
|  | A. Equipment - chux, disposable gloves, paper bag, disposable catheter care kit or antiseptic swabs or packets | Return demonstration after practice in skills area. |

Objectives | Course Content | Learning Activities

B. Procedure
1. Assemble equipment
2. Wash your hands
3. Identify the resident
4. Provide privacy
5. Explain the procedure
6. Place chux under resident
7. Open catheter care kit
8. Put on disposable gloves
9. Observe area around the catheter for sores, crusts, redness, swelling, discoloration, abnormal drainage and report at once
10. Separate labia on female or pull back foreskin on male and cleanse the area around the meatus
11. Apply antiseptic solution or ointment around the area where the catheter enters the urethra
12. Cleanse four inches of the catheter tubing below the urethra, working outward
13. Adjust the catheter so that urine flows freely
14. Remove the disposable gloves
15. Remove the chux
16. Discard the disposable equipment
17. Provide for comfort
18. Wash your hands
19. Report and record your actions and any unusual observations, following facility policy

Performance checklist # 43
Providing Catheter Care

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.3.3 Demonstrate the procedure for emptying a urinary drainage bag. | VIII. Emptying a Urine Drainage Bag<br>A. Equipment - individual graduate for each resident, disposable gloves (optional)<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Open the drain and allow urine to run into the graduate. Use care to prevent contamination of drain<br>7. Close the clamp and replace the drain in the holder on the bag<br>8. Follow facility procedure for cleaning tip of drain<br>9. Measure urine<br>10. Empty the graduate into the toilet and flush<br>11. Clean the graduate, and store in the appropriate area<br>12. Wash your hands<br>13. Report and record your actions and any unusual observations, following facility policy<br>14. Report and/or record amount of urine obtained | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 44<br>Emptying a Urine Drainage Bag<br>Medcom: "Elimination, Specimen Collection and Urinary Care" |
| 11.4 Discuss the collection and testing of urine specimens. | IX. Collecting and Testing Urine Specimens<br>A. Collected for laboratory study<br>1. Aids physician in diagnosis<br>2. Evaluates effectiveness of treatment<br>B. A laboratory requisition slip is completed and sent to the laboratory with each specimen | Hegner and Caldwell; P. 387-388<br>Sorrentino: P. 230-234<br>Badasch and Chesebro: P. 268-269<br>Fasano: P. 121<br>Hogan and Sorrentino: P. 233-236 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. General rules to follow when collecting urine samples<br>1. Wash hands carefully before and after collection of urine specimens<br>2. Wear disposable gloves, if available<br>3. Collect the specimen at the appropriate time<br>4. Use the proper container and do not touch the inside of the lid or container<br>5. Label the container accurately and transport to laboratory as soon as possible<br>6. Residents should be instructed not to have bowel movement or discard tissue in bedpan when collecting a urine specimen | Schniedman, et al.: P. 352-363<br>Caldwell and Hegner: P. 316-322<br>Will and Eighmy: P. 237-239<br>Simmers: P. 429-433<br>Kelly Workbook (1988): P.54-57<br>Quiz/Test/Study Questions<br>Kelly Workbook (1987): P. 57-59<br>Quiz/Test/Study Questions<br>Practice completing the information requested on the labels used in your facility.<br>Review requisition slips used by the laboratory that analyzes your facilities specimens. |
| 11.4.1 Identify four urine tests that the physician might order for a resident | D. Urine test<br>1. Routine urinalysis<br>2. Clean catch urine specimen<br>3. 24 hour urine specimen<br>4. Fresh fractional urine specimen | Schniedman, et al.: P. 375-381<br>Caldwell and Hegner: P. 463-465<br>Will and Eighmy: P. 308-311 |
| | E. Testing urine<br>1. Physician orders type and frequency of tests on urine<br>2. Tests usually done four times a day 30 minutes before meals and at bedtime<br>3. Tests ordered for diabetic resident<br>a. results used to regulate diet<br>b. medications based on test results<br>4. Tests measure the amount of sugar and acetone spilled in the urine | Hogan and Sorrentino: P. 237-240<br>Fasano: P. 122-123<br>Badasch and Chesebro: P. 264<br>Simmers: P. 338-345<br>Sorrentino: P. 236-239 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Tests should be done on freshly voided urine<br>6. Errors can occur | Hegner and Caldwell: P. 436-440<br>Hogan and Sorrentino: P. 242-243<br>Quiz/Test/Study Questions |
| 11.4.2 Discuss ways to avoid errors when testing urine. | a. if tests are improperly timed<br>b. if the wrong color chart is used for comparison | Sorrentino: P. 241<br>Quiz/Test/Study Questions<br>Have the class list ways to avoid errors when testing urine specimens. |
| 11.4.3 Demonstrate the procedure for collecting a routine urine specimen. | X. Collecting a Urine Specimen | Demonstration |
| | A. Equipment - bedpan and cover/urinal, container and cover for specimen, graduate, label, laboratory requisition slip, disposable gloves (optional) | Return demonstration.<br>Performance checklist # 45<br>Collecting a Routine Urine Specimen |
| | B. Procedure<br>1. Review the specimen order with a licensed nurse<br>2. Assemble equipment<br>3. Wash your hands<br>4. Identify the resident<br>5. Provide privacy<br>6. Explain the procedure<br>7. Ask the resident not to put toilet tissue into the bedpan<br>8. Ask the resident to urinate into the urinal or bedpan<br>9. Put on disposable gloves and take the covered bedpan or urinal to the bathroom | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 10. Pour the urine into the graduate and measure the amount if the resident is on intake and output<br>11. Fill specimen container about 3/4 full of urine, and put the lid on the container<br>12. Discard the excess urine and flush the toilet<br>13. Remove gloves and label specimen container<br>14. Clean equipment and return to proper place<br>15. Provide for resident comfort<br>16. Transport specimen to proper area<br>17. Wash your hands<br>18. Report and record your actions and unusual observations, following facility policy | |
| 11.4.4 Demonstrate the procedure for testing urine for sugar. | XI. Testing the Urine for Sugar<br>A. Equipment - freshly voided urine specimen, wristwatch, disposable gloves, reagent used in your facility, paper towels<br>B. Procedure<br>1. Review the testing procedure<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Obtain a freshly voided specimen<br>6. Put on gloves<br>7. Take the specimen to a working area<br>8. Place 5 drops of urine in test tube with medicine dropper, add 10 drops of fresh water and one clinitest tablet | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 46 Testing Urine for Sugar |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Watch the reaction carefully and do not handle the test tube during the reaction to avoid a burn. Test tube can be placed in rack<br>10. Wait 15 seconds after reaction has stopped and gently shake the test tube<br>11. Compare the color of the test tube contents with the color chart<br>12. Report and record the results, following facility policy<br><br>Tes Tape<br>Follow steps one through seven<br>8. Pull 1 1/2 inches of Tes Tape from the container<br>9. Dip l/4 inch of Tes Tape strip into urine<br>10. Withdraw tape holding downward over specimen container<br>11. Wait 60 seconds and check the darkest area of the wet strip against the color chart<br>12. Record the results<br>13. Discard urine and reagent materials<br>14. Wash your hands<br>15. Report and record the results, following facility policy | |
| 11.4.5 Demonstrate the procedure for testing the urine for acetone. | XII. Testing the Urine for Acetone<br>A. Equipment - freshly voided urine specimen, wristwatch, disposable gloves, reagent used in your facility, paper towels<br>B. Procedure<br>1. Review the testing procedure<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy | Demonstration<br><br>Return demonstration after practice in skills area.<br><br>Performance checklist # 47<br>Testing Urine for Acetone |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Obtain a freshly voided urine specimen<br>6. Put on gloves<br>7. Take the specimen to a working area<br>Acetest<br>8. Place acetest tablet on paper towel<br>9. Drop one drop of urine onto the tablet<br>10. Wait 30 seconds<br>11. Compare the color of the tablet with the color chart<br>12. Report and record the results, following facility policy<br>13. Discard urine and reagent materials<br>14. Wash your hands<br>15. Report and record the results, following facility policy<br>Ketostix<br>Follow steps one through seven<br>8. Dip reagent area of Ketostix into the urine<br>9. Remove Ketostix and hold horizontally<br>10. Wait 15 seconds<br>11. Compare the strip with the color chart, matching it as closely as possible<br>12. Record the results<br>13. Discard urine and reagent materials<br>14. Wash your hands<br>15. Report and record the results, following facility policy | |
| 11.5 Discuss the collection of stool specimens. | XIII. Stool Specimens<br>A. Ordered by a physician | Sorrentino: P. 257-258<br>Fasano: P. 123 |
| | B. Studied by laboratory to identify | Caldwell and Hegner: P. 322 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Blood in stool | |
| | 2. Worms | Will and Eighmy: P. 217-218 |
| | 3. Fat | |
| | 4. Microorganisms | Hogan and Sorrentino: P. 259-261 |
| | 5. Other abnormalities | |
| | | Badasch and Chesebro: P. 269 |
| | C. The specimen should not be mixed with urine | Schniedman, et al.: P. 364-366 |
| | | Simmers: P. 433-434 |
| | D. Use tongue blades to handle the specimen | |
| | E. Avoid contaminating the outside of the specimen container | Hegner & Caldwell: P. 372-373<br>Discuss the meaning of occult blood |
| | F. Properly label and transport the specimen promptly | Simmers Workbook: P. 386<br>Quiz/Test/Study Questions |
| 11.5.1 Demonstrate the procedure for collecting a stool specimen. | XIV. Collecting a Stool Specimen | Demonstration |
| | A. Equipment - bedpan and cover, container and cover for specimen, label, tongue blade, toilet tissue, laboratory requisition slip, disposable gloves (optional) | Return demonstration<br>Performance checklist # 48<br>Collecting a Stool Specimen |
| | B. Procedure<br>1. Review the specimen order with a licensed nurse<br>2. Assemble equipment<br>3. Wash your hands<br>4. Identify the resident<br>5. Provide privacy<br>6. Explain the procedure<br>7. Ask the resident not to put toilet tissue into the bedpan or urinate in the bedpan | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Put on disposable gloves and take the covered bedpan to the bathroom when the resident has completed his/her bowel movement<br>9. Use tongue blade to put a sample of stool into the specimen container, discard excess stool and flush the toilet<br>10. Remove gloves, cover and label the specimen container<br>11. Assist resident to wash hands and provide for comfort<br>12. Clean equipment and return to proper place<br>13. Transport specimen to proper area<br>14. Wash your hands<br>15. Report and record your action and any unusual observations, following facility policy | |
| 11.6 Define the term enema and identify some of the most common solutions. | XI. Enemas<br>A. Definition - the introduction of fluid into the rectum and colon to remove feces<br>B. Physician orders<br>1. Solution to be used<br>2. Amount of fluid to be used<br>C. Common solutions<br>1. Tap water<br>2. Saline solution<br>3. Soap suds<br>4. Oil retention<br>5. Prepackaged disposable (Fleets) | Sorrentino: P. 245-251<br>Schniedman, et al.: P. 318-329<br>Will and Eighmy: P. 212-215<br>Hogan and Sorrentino: P. 248-253<br>Fasano: P. 176-179<br>Caldwell and Hegner: P. 486-491<br>Johnson-Pawlson and Goodwin: P. 227-230<br>Badasch and Chesebro: P. 281-282<br>Simmers: P. 434-439 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.6.1 Discuss the guidelines for giving an enema. | D. Guidelines for administration<br>1. Check temperature against inside of wrist<br>2. Temperature 105º F<br>3. Container should not be higher than 18 inches above anus<br>4. Resident should be positioned on left side with knees slightly flexed<br>5. If possible enema should be given before the resident's bath and breakfast otherwise wait at least one hour after a meal before giving an enema<br>6. Be sure the bathroom is available for use | Hegner and Caldwell: P. 369-372<br><br>Simmers Workbook: P. 393<br>Quiz/Test/Study Questions<br><br>Medcom: "Cleansing Enema"<br><br>Sorrentino: P. 25<br>Quiz/Test/Study Questions<br><br>Kelly Workbook (1987): P. 61-64<br>Kelly Workbook (1988): P. 58-62<br>Quiz/Test/Study Questions<br>Discuss the use of rectal tubes. |
| 11.6.2 Demonstrate the procedure for administering a cleansing enema. | XVI. Cleansing Enema<br>A. Equipment - Enema container with tubing and clamp, bedpan and cover, chux, lubricant, toilet tissue, disposable gloves, graduate containing prepared enema solution at 105 F, paper towel, bath thermometer<br><br>B. Procedure<br>1. Review enema order and type of enema to be given with a licensed nurse<br>2. Wash your hands<br>3. Assemble equipment<br>4. Identify resident<br>5. Provide privacy<br>6. Explain the procedure<br>7. Elevate the bed to a comfortable working level | Demonstration<br><br>Return demonstration<br><br>Performance checklist # 49<br>Administering a Cleansing Enema |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 8. Lower the siderail<br>9. Cover resident with bath blanket and fanfold top linen to bottom of bed<br>10. Place chux under resident's buttocks<br>11. Postion resident on left side with knees flexed<br>12. Place bedpan at bottom of bed within reach<br>13. Put on disposable gloves<br>14. Close clamp on tubing and fill enema container. Expel air in tubing and close clamp<br>15. Put lubricant on paper towel and lubricate the tip of the tubing<br>16. Gently insert lubricated tube into rectum 2-4 inches<br>17. Hold enema container 12-18 inches above mattress and open clamp. Ask the resident to take slow deep breaths while the enema is being administered<br>18. Encourage the resident to take all of the solution ordered, but clamp the tube if the resident becomes too uncomfortable<br>19. Slowly and gently remove the tube from the rectum and wrap in a paper towel<br>20. Remove and discard gloves<br>21. Assist the resident onto the bedpan or into the bathroom, after lowering the bed and helping to put on robe and slippers<br>22. Place toilet tissue and call signal within reach of resident<br>23. Ask the resident not to flush the toilet when finished | |

| Objectives | Course Contents | Learning Activities |
|---|---|---|
| | 24. Provide time for privacy, if resident can be safely left alone<br>25. Assist the resident to clean the genital area, if indicated<br>26. Help the resident to wash hands, remove robe and slippers, and return to bed<br>27. Remove the disposable chux<br>28. Provide for comfort<br>29. Note amount, color, and consistency of stool<br>30. Clean the area and equipment as needed<br>31. Wash your hands<br>32. Report and record your action, the results, and any unusual observations, following facility policy | |
| 11.7 Discuss the purpose of heat and cold therapy. | XVII. Heat and Cold Therapy<br>A. Requires a physician's order for type of therapy and length of time for application<br>B. Purpose<br>1. Control bleeding<br>2. Reduce body temperature<br>3. Relieve pain<br>4. Reduce swelling<br>5. Relax muscles | Johnson-Pawlson and Goodwin: P. 247, 258<br>Simmers: P. 464-469<br>Caldwell and Hegner: P. 327-339<br>Will and Eighmy: P. 145-152<br>Hogan and Sorrentino: P. 347-363<br>Hegner and Caldwell: P. 245-256<br>Sorrentino: P. 336-351<br>Badasch and Chesebro: P. 283-284<br>Schniedman, et al.: P. 414-436 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Effects | |
| 11.7.1. Explain the effects of heat and cold on the body. | 1. Heat - dilates blood vessels | |
| | a. increases blood supply to area | |
| | b. blood brings more oxygen and nutrients to area | Review the facility policy and procedures for heat and cold applications. Some facilities permit only licensed personnel to carry out these procedures. |
| | c. fluids are absorbed | |
| | d. muscles relaxed | |
| | 2. Cold - constricts blood vessels | |
| | a. decreases blood supply to area | |
| | b. prevents swelling | |
| | c. controls bleeding | Caldwell and Hegner: P. 339 |
| | d. numbs skin reducing pain | Quiz/Test/Study Questions |
| | D. Types of heat and cold | |
| 11.7.2 Differentiate between the four types of heat and cold applications. | 1. Dry cold - water does not touch skin | Hegner and Caldwell: P. 255-256 |
| | a. ice bags | Quiz/Test/Study Questions |
| | b. ice caps | |
| | c. ice collars | |
| | d. disposable cold packs | Hogan and Sorrentino: P. 363-365 |
| | 2. Moist cold-water touches skin | Quiz/Test/Study Questions |
| | a. compresses - localized application | |
| | b. soaks - immerse body part in water | Will and Eighmy Workbook: P. 82-83 |
| | c. cold sponge bath (alcohol) | Quiz/Test/Study Questions |
| | 3. Dry heat | |
| | a. heat lamps | |
| | b. heating pads | Kelly Workbook (1987): P: 81-83 |
| | 4. Moist heat | Kelly Workbook (1988): P: 82-85 |
| | a. compresses | Quiz/Test/Study Questions |
| | b. soaks | |
| | c. sitz bath | Demonstrate the use of sitz bath equipment used by your facility. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.7.3 Discuss the guidelines for heat and cold applications. | E. Guidelines for heat applications | |
| | 1. Use bath thermometer to measure the temperature of moist heat solutions | Medcom: "Local Applications of Heat and Cold" |
| | 2. Do not operate equipment you have not been trained to use | |
| | 3. Follow facility policy for application temperatures | |
| | 4. Cover dry heat equipment, applied to the skin, with protective flannel covers | Schniedman, et al.: P. 435-436<br>Quiz/Test/Study Questions |
| | 5. Do not allow resident to increase equipment temperatures | |
| | 6. Check the skin frequently and report any signs of complications | |
| | F. Guidelines for cold applications | Sorrentino: P. 351-352<br>Quiz/Test/Study Questions |
| | 1. Use cubed ice if available | |
| | 2. Apply ice caps with metal or plastic lids away from resident's skin | Hegner Workbook: P. 102-105<br>Quiz/Test/Study Questions |
| | 3. Cover ice caps/bags/collars prior to application | |
| | 4. Check the skin frequently and report any signs of complications | Simmers Workbook: P. 424<br>Quiz/Test/Study Questions |
| | 5. Should never be a continuous application | |
| 11.7.4 Demonstrate the procedure for heat or cold applications. | XVIII. Application of Heat or Cold | Demonstration |
| | A. Equipment - equipment needed for procedure, towel, bath thermometer, chux | Return demonstration |
| | B. Procedure<br>Heat Applications<br>1. Review the type of application with a licensed nurse | Performance checklist # 50<br>Heat or Cold Applications |

Objectives

Course Content

2. Wash your hands
3. Assemble equipment
4. Identify the resident
5. Provide privacy
6. Explain the procedure
7. Assist the resident to a safe, comfortable position
8. Check the temperature for the application
   Warm soaks - 105-110° F
   Hot compresses - 105-115° F
9. Apply the application. Protect linens with chux
10. Check the resident every five minutes for redness, complaints of pain or discomfort. Place call signal within reach
11. Maintain the temperature of the application for the amount of time ordered
12. Pat skin dry
13. Provide for comfort
14. Clean and store equipment in proper place
15. Wash hands
16. Report and record your actions following facility policy
    Include:
    a. site involved and temperature of application
    b. length of time treatment given
    c. resident's response to treatment
    d. observation of skin

Learning Activities

Follow facility procedure for application temperatures.

| Objectives | Course Content | Learning Activities |
|---|---|---|

### Cold Applications

1. Review the type of application with a licensed nurse
2. Wash your hands
3. Assemble equipment
4. Identify the resident
5. Provide privacy
6. Explain the procedure
7. Assist the resident to a safe, comfortable position
8. Place ice bags and cold packs in appropriate cover after removing excess air or following manufacturer's instructions. Caps or lids are applied away from the resident
9. Apply cold application. Protect linens with chux
10. Check the skin every 10 minutes for blisters; pale, gray or white skin; complaints of numbness, pain or discomfort. Place call signal within reach
11. Maintain the application for the amount of time ordered
12. Pat skin dry
13. Provide for comfort
14. Clean and store equipment in proper place
15. Wash hands
16. Report and record your actions following facility policy
    Include:
    a. site involved
    b. length of time treatment given
    c. resident's response to treatment
    d. observations of skin

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.8 Discuss the applications of dressings and bandages. | XIX. Dressings and Bandages | Badasch and Chesebro: P. 188-191 |
| | A. Dressing - covering applied to a wound or injured body part<br>1. Purpose<br>a. control bleeding<br>b. absorb drainage and blood<br>c. prevent infection<br>2. Materials in various sizes<br>a. gauze pads<br>b. band-aids<br>c. thick compresses | Simmers: P. 229-234<br>Review facility policy and procedures for application of nonsterile dressings by nurse aides.<br>Schniedman, et al.: P. 482-488 |
| | B. Bandages<br>1. Purpose of application<br>a. hold dressings in place<br>b. secure splints<br>c. support and protect body parts<br>2. Materials in various widths<br>a. roller gauze<br>b. elastic<br>c. triangular | Have the class practice the application of slings, elastic bandages, spiral and circular gauze bandages and the use of bandages for ankle or foot wounds. |
| 11.8.1 Review the guidelines to be considered with the use of bandages. | C. Guidelines for Use of Bandages<br>1. Bandages applied tightly enough to control bleeding and prevent movement of dressings.<br>2. Bandages should not be so tight that they interfere with circulation<br>3. Check circulation in part below bandage | First Aid Guides can be distributed to class members and the section on wounds, dressings and bandaging reviewed for home and family use. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Signs that indicate poor circulation<br>a. swelling<br>b. cyanotic color to skin<br>c. numbness<br>d. tingling<br>e. skin cold to touch<br>f. pain or discomfort<br>5. Loosen bandages if any signs of impaired circulation are noted. | |
| 11.8.2 Demonstrate the procedure for applying a nonsterile dressing. | XX. Applying a Nonsterile Dressing<br>A. Equipment - sterile dressing (gauze pads, band-aid, ABD's), roller gauze bandage, tape<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Select the correct size dressing Dressing should extend approximately one inch beyond wound edges<br>7. Open dressing package. Avoid touching the dressing with your fingers<br>8. Pinch the exposed part of the dressing to pick it up and place the untouched side of the dressing directly on the wound | Demonstration<br>Return demonstration after practice in skills area.<br>Performance checklist # 51 Applying a Nonsterile Dressing |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 9. Secure the dressing in place with tape or a bandage wrap<br>10. Provide for resident comfort<br>11. Discard used supplies<br>12. Wash your hands<br>13. Report and record your actions and observations, following facility policy | |
| 11.9 Identify the responsibilities of the nurse aide when assisting with a physical examination. | XXI. Physical Examination<br>A. Responsibilities of nurse aide<br>1. Encouraging resident to use bathroom prior to examination<br>2. Helping the resident to put on a gown prior to examination<br>3. Transporting resident to exam area<br>4. Positioning and draping resident<br>5. Providing reassurance for the resident<br>6. Adjusting lighting<br>7. Assembling equipment for examination<br>8. Providing privacy and avoiding overexposure of resident<br>9. Cleaning equipment after use<br>10. Recognizing equipment and handing as requested | Caldwell and Hegner: P. 340-345<br>Hogan and Sorrentino: P. 340-345<br>Badasch and Chesebro: P. 285-287<br>Simmers: P. 362-367<br>Sorrentino: P. 330-335<br>Kelly Workbook (1987): P. 79-80<br>Kelly Workbook (1988): P. 79-88<br>Quiz/Test/Study Questions<br>Hegner Workbook: P. 106-109<br>Quiz/Test/Study Questions<br>Simmers Workbook: P. 303<br>Quiz/Test/Study Questions<br>Sorrentino: P. 335<br>Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 346<br>Quiz/Test/Study Questions<br>Hogan and Sorrentino: P. 346<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 11.9.1 Demonstrate the procedure for assisting with a physical examination. | XXII. Assisting With a Physical Examination | Demonstration |
| | A. Equipment - flashlight, ophthalmoscope, thermometer,stethoscope, sphygmomanometer, nasal speculum, vaginal speculum, percussion hammer, tuning fork, emesis basin, tape measure, tongue depressors, gloves, tissues, lubricant, cotton balls, cotton tipped applicators, disposable drape, specimen containers, slides, skin pencil, eye chart, (Snellen), paper towels, container for soiled instruments, cart if equipment is to be transported to the resident's room | Return demonstration |
| | B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Explain the procedure<br>5. Provide privacy or assist to the examination room and provide privacy<br>6. Assist the resident to put on an examination gown<br>7. Encourage the resident to urinate prior to the examination<br>8. Position the resident on the bed or examination table as requested and elevate the bed to a comfortable working level<br>9. Place the bed in a horizontal position and drape the resident. Place a chux under the buttocks and untie the gown | Performance checklist # 52<br>Assist With a Physical Examination<br>Medcom: "Assisting With a Physical Examination" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 10. Arrange for adequate lighting<br>11. Remain with the resident and put the call signal on for the licensed nurse or physician, indicating that the resident is ready for the examination | Badasch and Chesebro Workbook: P. 143-160<br>Quiz/Test/Study Questions |
| 11.10 Identify three purposes for positioning residents. | XXIII. Positioning<br>A. Purposes<br>1. Assist with examinations<br>2. Assist with procedures<br>3. Prevention of pressure for prolonged period of time | Fasano: P. 197-199<br>Badasch and Chesebro: P. 286-287<br>Caldwell and Hegner: P. 341-344<br>Medcom: "Positioning Techniques" |
| 11.10.1 Discuss the various types of positions and suggest reasons for use. | B. Types of positions<br>1. Dorsal recumbent position<br>a. resident flat on back<br>b. knees slightly separated and flexed<br>c. feet flat on bed<br>2. Horizontal recumbent position - supine<br>a. resident flat on back<br>b. legs slightly separated and extended<br>3. Dorsal lithotomy<br>a. resident flat on back<br>b. knees well separated and flexed<br>c. feet in stirrups<br>d. position for pelvic exam of female residents<br>4. Fowler's position<br>a. sitting position in bed with head elevated at a 10-90 angle<br>b. knees slightly flexed<br>c. position causes pressure on buttocks | Schniedman, et al.: P. 219-224<br>Have the class demonstrate positioning and draping<br>Medcom: "Positioning to Prevent Complications" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Prone position<br>a. resident flat on abdomen with head turned to side<br>b. arms at sides or flexed on either side of head | |
| | 6. Sim's position<br>a. resident positioned on left side<br>b. left arm extended behind body<br>c. right arm flexed in front of body<br>d. right leg flexed toward abdomen<br>e. used for enema administration | Schniedman, et al.: P. 366-367<br>Quiz/Test/Study Questions |
| | 7. Side lying position<br>a. resident positioned on either side<br>b. head in straight line with spine<br>c. pillows can be used to support head, back, arm and/or leg | |
| | 8. Left lateral position<br>a. resident positioned on left side<br>b. left arm extended behind back, right arm flexed in front of body<br>c. right leg slightly flexed | |

# Unit 12

# Death and Dying

## Introduction

Death is defined as the final stage of life. The nurse aide will need to develop a positive attitude toward the topic of death in order to meet the physical and psychological needs of the resident and their family as they experience the dying process.

## Time Schedule

| | | | |
|---|---|---|---|
| Caring for the dying resident | 60 minutes | | |
| Postmortem care | 60 minutes | | |
| *Total Classroom Instruction* | 2 hours | (3 hours) | (6 hours) |
| Total Clinical Instruction | 2 hours | (2 hours) | (4 hours) |

## Lesson Presentation Materials

Morgue kit/postmortem kit

Facility postmortem procedure

Performance checklist #53 - Postmortem Care

Simulated resident unit containing practice equipment, linens and supplies

Films and video cassettes relevant to unit

## Terminology

Critical list

Denial

Diaphoresis

Morbid

Postmortem

Reincarnation

Rigor mortis

Sacrament of the sick

Shroud

Terminal illness

# Unit 12

## Death and Dying

### Terminology Defined

1. **Critical list** - a list that residents are placed on when they are dangerously or terminally ill.
2. **Denial** - an unconscious defense mechanism in which an occurence or observation is refused recognition as reality in order to avoid anxiety or pain.
3. **Diaphoresis** - profuse sweating or perspiration.
4. **Morbid** - characterized by disease or abnormality.
5. **Postmortem** - after (post) death (mortem).
6. **Reincarnation** - the belief that the spirit or soul is reborn into another human body or in another form of life.
7. **Rigor mortis** -the stiffness or rigidity of skeletal muscles, that develops six to ten hours after death.
8. **Sacrament of the sick** - last rights given by a clergyman to a person who is terminally ill.
9. **Shroud** -drape used for postmortem care.
10. **Terminal illness** - an illness or injury for which there is no reasonable expectation of recovery.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 12.0 Explore personal feelings concerning the concept of death. | I. Factors Influencing Attitudes<br>A. Personal experiences | Hogan and Sorrentino: P. 457-458<br>Caldwell and Hegner: P. 403 |
| | B. Culture<br>1. Some fear death<br>2. Others look forward to and accept death | |
| | C. Religion<br>1. Belief in life after death<br>2. Reunion with loved ones<br>3. Reincarnation<br>4. Punishment for sins<br>5. No afterlife | Interview friends and relatives and note their attitudes about death and dying. Discuss in small groups. |
| | D. Age<br>1. Children view as temporary<br>2. Adults develop fears<br>a. pain and suffering<br>b. dying alone<br>c. separation from loved ones<br>3. Elderly fewer fears | Brainstorm and share ways to manage feelings about death. |
| *12.1 Identify the special needs of a dying resident. | II. Special Needs of Dying Resident<br>A. Residents room<br>1. Pleasant as possible | Sorrentino: P. 472-473 |
| | 2. Well lit<br>3. Well ventilated | Hogan and Sorrentino: P. 459-460 |
| | 4. Odor free<br>5. Remove unnecessary equipment | Johnson-Pawlson and Goodwin: P. 73-74 |
| | 6. Significant items provide comfort and reassurance | Schniedman, et al.: P. 528-530 |
| | a. pictures<br>b. momentos | Medcom: "The Elderly" |
| | c. cards<br>d. flowers<br>e. religious objects | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Comfort and positioning<br>1. Attention to skin care<br>2. Good personal hygiene<br>3. Oral hygiene - denture care<br>4. Change bedding as needed<br>5. Back massages<br>6. Frequent position changes<br>a. every 2 hours<br>b. p.r.n.<br>7. Good body alignment<br>a. provide supportive devices<br>b. prevent deformities and decubiti<br>8. Elevate head of bed to facilitate breathing<br>C. Modify diet as necessary | Have the class discuss feelings about unlimited visiting hours for terminal patients.<br>AJN: "The Last Days of Living" |
| *12.2 Describe the nurse aide's role in relationship to the needs of the dying. | III. Nurse Aide's Role<br>A. Source of strength and comfort<br>B. Response should be consistent<br>C. Be open and receptive<br>D. Know your own feelings about death<br>E. Be empathetic<br>F. Display calm and efficient manner<br>G. Speak in normal tone of voice<br>H. Be there and listen<br>I. Be non-judgemental | Caldwell and Hegner: P. 403<br>Hegner and Caldwell: P. 212<br>Show a film on death for the class to discuss. |
| *12.3 Review the various reactions a resident may have as they face death. | IV. Individual Reactions to Death<br>A. Accept or be resigned to death<br>B. Look forward to relief from pain<br>C. Reach out to others about uncertainties<br>D. Fearful or angry<br>E. Despair and anxiety<br>F. Hostility<br>G. Thought and meditation | Caldwell and Hegner: P. 399-400<br>Hogan and Sorrentino: P. 456-465<br>Have the class suggest ways to deal with individual reactions to death. |

| Objectives | | Course Content | Learning Activities |
|---|---|---|---|
| 12.4 | List and describe the five psychological stages of grief/loss/death | V. Psychological Stages of Death<br>A. Denial<br>1. Defense mechanism<br>2. Buffer against reality<br>3. Emotional escape hatch<br>4. Request another opinion<br>5. Avoids discussion of death<br>6. "This can't be happening to me"<br>B. Anger<br>1. Bitterness and turmoil<br>2. Sense of unfairness<br>3. Blame others<br>4. Health care workers - targets<br>5. "Why me"<br>C. Bargaining<br>1. Turn to religious and spiritual beliefs<br>2. Promises to God and others<br>3. Comfort and hope when all seems lost<br>4. Generally know this won't work<br>5. Frustration and anger dissolve into depression<br>6. "If only, I will"<br>D. Depression<br>1. Belief that hope is lost<br>2. Overwhelming despair<br>3. Introverted and withdrawn<br>4. Reminiscing and reviewing life<br>5. Sleeplessness<br>6. "I always wanted to" | Caldwell and Hegner: P. 400-401<br>Adams and Jones: P. 71-83<br>Zins: P. 226-227<br>Badasch and Chesebro: P. 215-216<br>Simmers: P. 95-96<br>Schniedman, et al.: P. 524-526<br>Read and discuss case studies of dying patients. Kubler - Ross<br>Have the class give examples of bargains the resident might try to make with God.<br>Hegner workbook: P. 128-130.<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | E. Acceptance | Simmers workbook: P. 56-57 |
| | 1. Calm and subdued interest in life | Quiz/Test/Study Questions |
| | 2. Strives to complete unfinished business | |
| | 3. Help loved ones accept death | PSU: "Interview With a Dying Patient" |
| | 4. Need others to validate worth of their life | |
| | 5. "I've had a good life" | |
| 12.5 Recognize the signs of approaching death. | VI. Signs of Approaching Death | Caldwell and Hegner: P. 402 |
| | A. Changes in sensory functions | Hegner and Caldwell: P. 212-213 |
| | 1. Vision | Hogan and Sorrentino: P. 461 |
| | a. increased secretions in corner of eyes | |
| | b. blurred vision | PSU: "The Last Days of Living" |
| | c. gradually fails | |
| | d. no eye movement | |
| | e. pupils become permanently dilated | |
| | 2. Speech | |
| | a. becomes difficult | |
| | b. hard to understand | |
| | c. some unable to speak | |
| | 3. Hearing | |
| | a. last function to be lost | |
| | B. Changes in circulation and muscle tone | Have the class suggest ways to handle a family discussing burial clothes in front of a dying resident. |
| | 1. Circulation | |
| | a. fails | |
| | b. heat is gradually lost from the body | |
| | c. feet cold to touch and mottled | |
| | d. face becomes pale or gray and mottled | PSU: "Coping with Serious Illness: Facing Death" |
| | e. skin feels cool and appears pale | |
| | f. perspiration increases | |

Objectives

Course Content

2. Muscle tone
    a. body limp
    b. jaw may drop
    c. mouth may stay partly open

C. Changes in vital signs
  1. Respirations
    a. slower
    b. shallow
    c. labored
    d. dyspnea, apnea, cheyne - stokes
    e. mucous collects in the throat and bronchial tubes (death rattle)
  2. Pulse
    a. rapid
    b. weak and irregular
  3. Blood pressure
    a. drops
  4. Temperature
    a. elevated
    b. subnormal

D. Urinary and anal incontinence

E. Decreased peristalsis, abdominal distention

F. Release of flatus

G. Decreased pain

H. Loss of consciousness

Learning Activities

Should residents be sent to an acute care hospital when they are near death? Have the class discuss their feelings on this issue.

Discuss reasons why vital signs would change as death approaches.

Do you believe in the "right to die"? Have the class write a paragraph supporting their belief.

PSU: "The Right To Die"

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 12.6 Contrast the spiritual preparation for death practiced by those of various religious denominations. | VII Spiritual Preparation for Death | Speaker: Local clergy |
| | A. May be asked to contact Priest, Rabbi or Minister | Schniedman, et al.: P. 530<br>Will and Eighmy: P. 69-71, 73<br>Caldwell and Hegner: P. 404 |
| | B. Display courtesy to clergy | |
| | C. Provide privacy for spiritual moments | Have the class prepare a list of ways the nurse aide can assist the resident with the spiritual preparation for death. |
| | D. Participate in religious practices | |
| | E. Listen respectfully to religious beliefs | Have the class share customs and rituals of other cultures that they have heard of or are familiar with from experience. |
| | F. Attention to religious objects<br>1. Medals<br>2. Pictures<br>3. Statues<br>4. Bibles | |
| | G. Respect customs and rituals that differ from yours | PSU: "The Final Proud Days of Elsie Wurster"<br>"Dying"<br>"On Death and Dying" |
| | H. Catholic faith - sacrament of the sick<br>1. Family present, except for the confession | |
| | I. Jewish faith<br>1. Don't touch after death until the rabbi arrives | |
| | J. Family and friends included as desired | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| *12.7 Identify the needs of the family as they encounter the dying process. | VIII. Family Needs<br>A. Be available for support | PSU: "A Dose of Reality"<br>"Death and Dying"<br>"Until I Die" |
| | B. Use touch | "Death: Coping With Loss" |
| | C. Be courteous and considerate | Schniedman, et al.: P. 526-527 |
| | D. Respect right to privacy | |
| | E. Let family assist with care if they desire | |
| | F. Ask about visit from clergy | |
| | G. Don't take anger personally | |
| | H. Listen and provide understanding throughout the grief/loss stages | Role play examples used by family members for the 5 stages of grief. |
| | I. Answer questions or refer to supervisor | |
| *12.8 Discuss the meaning and purpose of postmortem care. | IX. Postmortem Care<br>A. Care of body after (post) death (mortem) | Caldwell and Hegner: 404-405<br>Sorrentino: P. 473-476 (Applying a shroud in picture form) |
| | B. Begin care at supervisor's request | |
| | C. The right to privacy, respect and gentle care apply after death | Schniedman, et al.: P. 532-535 |
| | D. Family members escorted to waiting area | |
| | E. Care should be given before rigor mortis develops - body rigidity | |
| | F. Check the facility procedure manual before proceeding with care | Facility procedure manual available for review. |

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| *12.8.1 | List three reasons for doing postmortem care. | X. Purpose of Postmortem Care<br>A. Prevent discoloration and skin damage<br>B. Maintain good appearance of body<br>C. Adequately identify body<br>D. Positioning body in normal alignment<br>E. Family viewing before body taken to morgue/holding area | Will and Eighmy Workbook: P. 43-45<br>Quiz/Test/Study Questions |
| 12.8.2 | Demonstrate the procedure for postmortem care. | XI. Postmortem Care Procedure<br>A. Assemble equipment needed<br>1. Postmortem kit<br>a. shroud or sheet<br>b. gown<br>c. identification tags (2 or 3)<br>d. gauze squares<br>e. safety pins<br>2. Valuables list<br>3. Chux bed protectors<br>4. Basin<br>5. Towels<br>6. Washcloth<br>7. Tape<br>8. Dressings<br>9. Gloves<br>B. Procedure<br>1. Assemble equipment<br>2. Wash hands and apply gloves<br>3. Identify the resident<br>4. Provide privacy<br>5. Elevate bed to working level<br>6. Position body in supine position | Demonstration<br>Return demonstration after practice in skills area.<br>Performance Checklist #53<br>Postmortem Care<br>Hogan and Sorrentino: P. 464-465<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Close eyes | |
| | 8. Replace dentures or place in labeled container | |
| | 9. Close mouth. | |
| | 10. Remove jewelry, eyeglasses, hearing aids (check policy), ask a licensed nurse to remove any tubes or catheters from the body | |
| | 11. Bathe body | Speaker: Representative from local mortuary |
| | 12. Place disposable chux under buttocks | |
| | 13. Assist with dressing changes as needed | |
| | 14. Apply clean gown | |
| | 15. Comb hair | |
| | 16. Cover body with sheet | Fasano: P. 243<br>True/False Quiz |
| | 17. Gather all belongings and label bag with resident's name | |
| | 18. Remove used supplies and equipment | |
| | 19. Make room tidy | |
| | 20. Provide privacy for family to view body. Give residents possessions to family after viewing, if appropriate (check policy) | Hegner and Caldwell: P. 216-217<br>Quiz/Test/Study Questions |
| | 21. Obtain a stretcher | |
| | 22. Pad ankles and knees - tie lightly | |
| | 23. Fold arms over abdomen - tie loosely | Caldwell and Hegner: P. 406<br>Quiz/Test/Study Questions |
| | 24. Attach completed identification tags | |
| | 25. Cover body with shroud/sheet and secure (tie or pin). Attach identification tag | |
| | 26. Transfer body to stretcher and transport to holding area/morgue | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 27. Strip and clean resident's unit<br>28. Wash hands<br>29. Report your actions to the charge nurse | Discuss the benefit of bereavement counseling for staff. |
| 12.9 Describe the hospice philosophy. | XII. Hospice Care | Schniedman, et al.: P. 527-528 |
| | A. Health care service offered | Adams and Jones: P. 226-227 |
| | 1. In hospitals, and extended care facilities | Caldwell and Hegner: P. 401-402<br>Will and Eighmy: P. 69-71 |
| | 2. By special facilities | Zins: P. 223-224 |
| | 3. Usually in the individuals home | |
| | B. Continuing care provided by team of health professionals | Speaker: Representative from local hospice |
| | C. Designed for patients with terminal illness | |
| | D. Acceptance of death as imminent (6 months) | Medcom: "The Hospice Concept" |
| | E. Allow individual to die with dignity and comfort | PSU: "Hospice" |
| | F. Not concerned with cure or life saving procedures | Badasch and Chesebro Workbook: |
| | G. Emphasis on pain relief and comfort | P. 120 |
| | H. Volunteers make regular visits | Quiz/Test/Study Questions |
| | I. Provides counseling for patient and family | Kelly Workbook (1987): P. 119-121 |
| | 1. Emotional | Quiz/Test/Study Questions |
| | 2. Social | |
| | 3. Spiritual | |
| | 4. Financial | |
| | J. Bereavement counseling for survivors | Kelly workbook (1988): P. 108-111 |
| | K. Family included in all aspects of care | Quiz/Test/Study Questions |

## Unit 13

## Rehabilitation

### Introduction

This unit explores various aspects of restorative care and the role of the nurse aide in the process of rehabilitation. Disease, injuries and surgery are often responsible for the loss of a body part or the loss of bodily function. Working with the elderly, disabled, and disabled elderly requires a great deal of patience, caring and understanding from health care workers. Working together to assist the resident to attain the highest possible level of functioning can be a very challenging and rewarding experience.

### Time Schedule

| | | | |
|---|---|---|---|
| *Total Classroom Instruction* | 3 hours | (5 hours) | (10 hours) |
| Total Clinical Instruction | 8 hours | (12 hours) | (24 hours) |

### Lesson Presentation Materials
*(See reverse for Performance Checklists)*

Ambulation devices and transfer aids

Facility policies and procedures

Simulated resident unit containing practice equipment, linens and supplies

Films and video cassettes relevant to the unit

### Terminology

Active exercise
Ambulation
Assistive device
Eversion
Immobilize
Inversion
Passive exercise
Potential
Pronation
Prosthesis
Rehabilitation
Range of motion exercises (ROM)
Supination

520

## Lesson Presentation Materials - Performance Checklists

| | |
|---|---|
| Performance Checklist #54 | Assisting to Ambulate Using a Cane or Walker |
| Performance Checklist #55 | Using a Mechanical Lift |
| Performance Checklist #56 | Range of Motion Exercises |
| Performance Checklist #57 | Assist the Resident to Dangle, Stand and Walk |
| Performance Checklist #58 | Moving the Resident Up in Bed |
| Performance Checklist #59 | Moving the Resident Up in Bed Using a Turning Sheet |
| Performance Checklist #60 | Turning the Resident Toward You |
| Performance Checklist #61 | Bed to Chair Transfer |

# Unit 13

## Rehabilitation

## Terminology Defined

1. **Active exercise** - is performed by the resident.
2. **Ambulation** - moving about or walking in an upright position.
3. **Assistive device** - innovative apparatus that enables an individual to perform activities by compensating for a disability.
4. **Eversion** - turning foot outward.
5. **Immobilize** - cause a part of the body to be unmovable (e.g., casts or splints applied to limbs).
6. **Inversion** - turning foot inward.
7. **Passive exercise** - is performed by a health care worker when a resident is unable to carry out such movements, or when active exercise is medically contraindicated.
8. **Potential** - capable of development into actuality.
9. **Pronation** - the palms of the hands face downward.
10. **Prosthesis** - an artificial substitute for a missing body part (i.e., dentures, artificial limbs).
11. **Rehabilitation** - process of restoring a disabled individual to the highest level of physical, psychological, social and economic functioning possible.
12. **Range of Motion (ROM) exercises** - a series of exercises designed to move each joint through its range.
13. **Supination** - the palms of the hands are turned upward.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 13.0 Demonstrate skills which incorporate principles of restorative care under the direction of a licensed nurse. | I. Rehabilitation<br>A. Definition - process of restoring a disabled individual to the highest level of physical, psychological, social,and economic functioning possible. | Hogan and Sorrentino: P. 395-400<br>Fasano: P. 193-211<br>Badasch and Chesebro: P. 211<br>Sorrentino: P. 392-396<br>Schniedman, et al.: p. 504-508 |
| | B. Emphasis is on existing abilities | |
| | C. Encourages independence | |
| | D. Promotes a productive lifestyle | Hegner and Caldwell: P. 271 |
| | E. Goals include:<br>1. Prevention of complications<br>2. Retraining in lost skills<br>3. Learning new skills | Discuss the term potential and its importance in the rehabilitation process. |
| *13.1 Identify the nurse aide's role in rehabilitation. | F. Nurse aides' role<br>1. Encourage the resident<br>2. Praise accomplishments<br>3. Review skills taught<br>4. Report progress or need for additional teaching | Will and Eighmy: P. 56-58, 330-345 |
| | 5. Promote independence<br>a. praise all attempts at independence<br>b. overlook failures<br>c. show confidence in resident's ability<br>d. be patient and allow time for residents to do things themselves | Role play situations having the student encourage resident independence. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 6. Be sensitive and understanding | |
| 13.2 Discuss methods for assisting with bowel and bladder training. | II. Bowel and Bladder Training<br>A. Incontinence - inability to control urination or defecation<br>1. Embarrasing for resident<br>2. Uncomfortable<br>B. Bowel retraining<br>1. Plan developed to assist a resident to return to a normal elimination pattern<br>2. Information collected<br>a. bowel pattern before incontinence<br>b. present bowel pattern<br>c. dietary practices<br>3. Participants in plan<br>a. resident<br>b. family<br>c. all staff members<br>4. Guidelines for bowel retraining<br>a. check for fecal impaction<br>b. clear the colon (enemas)<br>c. establish specific time to evacuate the bowels--regularity | Caldwell and Hegner: P. 391-393<br>Will and Eighmy: P. 239-241, 344<br>Badasch and Chesebro: P. 267-268<br>Fasano: P. 216-218<br>Johnson-Pawlson and Goodwin: P. 230-231, 237-238<br>Hogan and Sorrentino: P. 232<br>Hegner and Caldwell: P. 373-375, 391-393<br>Sorrentino: P. 230, 393<br>Badasch and Chesebro (1990): P. 419-420, 422-424<br>Hoeman: P. 36-37, 47-49<br>Schneidman, et al.: P. 519<br>Medcom: "Bowel and Bladder Management" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. encourage fluids - 2000 to 3000 cc daily (follow physician's orders) | Have the class divide into small groups and evelop a plan for bowel or bladder retraining for a fictious resident. |
| | e. encourage high bulk foods if not restricted<br>(1) fruits<br>(2) vegetables<br>(3) bread<br>(4) bran cereals | Have students develop a list of high bulk foods. |
| | f. bowel aids ordered by physician and administered by licensed nurse<br>(1) laxatives<br>(2) suppositories<br>(3) enemas<br>(4) stool softeners | PSU: "Flexercise" |
| | g. encourage regular exercise | Suggest ways to provide exercise for residents in long term care facilities. |
| | h. assist with the defecation process<br>(1) offer bedpan frequently<br>(2) assist to bathroom when request is made<br>(3) provide privacy<br>(4) display an unhurried attitude<br>(5) offer a warm drink<br>(6) be patient<br>(7) encourage with positive remarks<br>(8) avoid scolding and accept accident<br>(9) check on resident frequently | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Bladder retraining<br>1. Retraining plan recorded on patient's care plan for all to follow<br>2. Staff must be consistent and follow plan<br>3. Individualized plan includes:<br>a. schedule that specifies time and amount of fluids to be given<br>b. schedule for frequency of elimination | Discuss the importance of all staff members understanding the resident's retraining program. |
| | 4. Guidelines for retraining<br>a. get the resident's cooperation<br>b. record incontinent times<br>c. provide resident with frequent opportunites to void<br>(1) when resident awakens<br>(2) an hour after each meal<br>(3) every two hours between meals<br>(4) before going to bed | Suggest ways to involve the resident in the retraining plan. |
| | d. provide for comfortable voiding position<br>e. be supportive and sensitive<br>f. provide encouragement<br>g. offer fluids according to schedule<br>h. provide stimuli as needed | Will and Eighmy Workbook: P. 119-121<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (1) run water in sink<br>(2) pour water over perineum<br>(3) offer fluids to drink<br>(4) place resident's hands in warm water | |
| | 5. Provide good skin care to prevent skin breakdown | Kelly Workbook (1987): P. 97-99<br>Kelly Workbook (1988): P. 91-93 |
| | 6. Retraining may take 6-10 weeks<br>a. be patient<br>b. be supportive<br>c. ignore accidents<br>d. respect resident's feelings | Quiz/Test/Study Questions |
| | 7. Follow facility procedure for use of supplies<br>a. incontinent pads<br>b. adult protective pants | Review facility policy and procedures for bowel and bladder retraining. |
| | 8. Reward resident promptly and consistently<br>a. compliments<br>b. activity attendance<br>c. individualized activity<br>(1) walk<br>(2) game | |
| 13.3 Identify ways to assist the resident in activities of daily living and encourage self help activities. | III. Assisting with Activities of Daily Living<br>A. Special utensils available to help with eating | Sorrentino: P. 393-394<br>Hogan and Sorrentino: P. 397<br>Will and Eighmy: P. 342-345 |
| | B. Electric toothbrushes can be used for brushing teeth | Schniedman, et al.: P. 517-519 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Long handled brushes and combs are available for hair care | Have the class add to the list of adaptive devices that are available for the disabled. |
| | D. Supportive devices to assist with walking | |
| | E. Wheelchairs and motorized chairs provide movement from place to place | |
| | F. Prostheses can be used to replace missing body parts | |
| | G. Successful use of adaptive devices depends on the resident's<br>1. Attitude<br>2. Acceptance of limitations<br>3. Motivation<br>4. Support from others | |
| 13.4 Discuss the various ambulation devices and transfer aids. | IV. Ambulation Devices and Transfer Aids<br>A. Walker - four point aid with rubber tips<br>1. Resident stands erect when moving walker forward<br>2. Walker adjusted to height of hip joint<br>3. Elbows at 15-30 degree angle<br>4. Pick up and place walker down, do not slide standard walker<br>5. Back legs of walker even with toes so resident walks into walker<br>6. Step toward the center of the walker<br>7. Lead with weaker leg | Will and Eighmy: P. 182-183, 338-340<br>Hogan and Sorrentino: P. 318-323<br>Sorrentino: P. 311-314<br>Caldwell and Hegner: P. 385-387<br>Hegner and Caldwell: P. 272-275 |

Objectives

Course Content

Learning Activities

B. Canes
  1. Types
    a. single tipped
    b. tripod - 3 legs
    c. quad - four point
  2. Used when weakness on one side of body and resident has use of arms (at least one arm)
  3. Provides balance and support
  4. Should be fitted properly
    a. cane handle level with femur (greater trochanter)
    b. elbow flexed at 15 to 30 degree angle
    c. shoulders should be level
  5. Gaits ordered by physician or physical therapist
    a. move cane and affected leg together
    b. move cane, then affected leg
  6. Used on side of body where leg is strongest (side opposite the injury)

C. Crutches
  1. Provide support and stability through use of hands and arms
  2. Used when one or both legs are weak
  3. Measured to fit properly by physical therapist
    a. height correct if you can put two fingers between armrest and resident's axilla

Badasch and Chesebro: P. 313-314

Fasano: P. 209-211

Simmers: P. 458-463

Hoeman: P. 147-149

Simmers Workbook: P. 419
Quiz/Test/Study Questions

Schniedman, et al.: P. 83-84

Have the class take turns using various adaptive devices to assist with ambulation.

Speaker: Physical therapist affiliated with your facility to discuss the use and individual adjustments made to ambulation devices.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. hand grip adjusted to allow 20-30 degrees flexion of elbows | |
| | 4. Gaits<br>a. four point gait<br>b. three point gait<br>c. two point gait<br>d. swing to gait<br>e. swing - thru gait | Simmers: P. 459-462<br>(Gaits in picture form) |
| | 5. Weight supported on hand bar, not axillary support | Have the class discuss the nerve damage that could occur if pressure is applied to the armpit area. |
| | D. Wheelchairs<br>1. Available in different sizes and shapes to allow for proper fit<br>2. Clean with mild detergent and water, rinse with water and dry<br>3. Periodic maintenance need for oil (3 in 1)<br>4. Arm rests measured and adjusted to appropriate height<br>5. Feet should rest flat on floor when chair is not moving if adjusted properly<br>6. Seat should not sag toward center of chair<br>7. Seat should not reach back of resident's bent knees<br>8. Lock brakes when chair is not moving<br>9. When going down hill, remember to back a wheelchair | Will and Eighmy: P. 183<br>Badasch and Chesebro: P. 170<br>Hoeman: P. 151-161<br>Badasch and Chesebro (1990): P. 63-64<br>Schniedman, et al.: P. 226-228<br>Discuss the use of wheelchairs and stretchers to transport residents from place to place.<br>Review facility policies and procedures for wheelchair and stretcher use. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 10. Wheelchairs are backed over indented or raised areas (i.e. elevators)<br>11. Feet placed on footrests for transport | Demonstrate the use of geriatric chairs, recliner chairs and any other type of special chairs found in your facility. Have class practice using this equipment. |
| | E. Gurneys/stretchers/litters<br>1. Lock wheels when transferring residents on or off of stretchers<br>2. Lock the safety belts prior to transfer<br>3. Elevate both siderails prior to transfer<br>4. Residents should not be left alone on a stretcher<br>5. Back residents head first into elevators<br>6. Back residents on stretchers down a hill or ramp<br>7. Practice operating this equipment prior to use<br>8. Wash with soap and water or disinfectant solution after use<br>9. Ask for assistance when transferring resident on or off of stretcher | Schniedman, et al.: P. 129, 132, 232-234<br>Simmers: P. 395-398<br>Hogan and Sorrentino: P. 141<br>Badasch and Chesebro: P. 170<br>Hegner and Caldwell: P. 76-77<br>Badasch and Chesebro (1990): P. 63-64<br>Medcom: "The Use of Stretchers"<br>Instruct the class in the proper use of special devices found in your facility, i.e., hydraulic stretcher, wheelchair that converts to stretcher. |
| | F. Gait belt (safety belt, transfer belt)<br>1. Used for residents unsteady on their feet<br>2. Protects resident who loses balance or faints | Will and Eighmy: P. 182 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Belt held at back<br>4. Belt must be tight enough to provide support but loose enough to be comfortable<br>5. Belt used to safely transfer resident | |
| *13.4.1 Identify safety precautions to be considered by the nurse aide when using ambulatory devices. | G. Safety considerations<br>1. Use the correct aid as they are individually fitted<br>2. Observe resident to be sure aids are being used as ordered<br>3. Report any faulty equipment for repair prior to use<br>4. Observe resident's shoes for fit, condition and repair<br>5. Report any signs of skin breakdown<br>6. Rubber tips on aids should be in good condition | Suggest changes that may need to be made in a resident's room to accommodate an ambulatory aid.<br>Role play safety situations with students playing the parts of residents and nurse aides. |
| 13.5 Demonstrate the method used to assist a resident to ambulate using a cane or walker. | V. Assist to Ambulate Using a Cane or Walker<br>A. Equipment - cane or walker, appropriate footwear, gait belt (if needed)<br>B. Procedure<br>1. Wash your hands<br>2. Assemble equipment<br>3. Provide privacy<br>4. Identify the resident<br>5. Explain the procedure<br>6. Check cane or walker for safety | Demonstration<br>Return demonstration<br>Performance Checklist #54<br>Assisting to Ambulate Using a Cane or Walker |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Help resident to put on footwear<br>8. Assist to sitting position with feet resting on floor<br>9. Secure gait belt snug enough to provide support and loose enough to provide for comfort<br>10. Place walker or cane within resident's reach<br>11. Assist to stand<br>12. Have resident use ambulatory device to maintain balance<br>13. Walk beside resident while grasping gait belt to provide support<br>14. Ambulate as ordered<br>15. Observe for discomfort or weakness<br>16. Return to room and provide for comfort<br>17. Wash your hands<br>18. Report your actions and any unusual observations | |
| 13.6 Discuss the use of mechanical lifts. | VI. Mechanical Lifts<br>A. Used for transfer of helpless residents<br>B. Lower end of sling positioned behind resident's knees<br>C. Hooks turned away from resident's body | Review facility mechanical lift policy and procedure.<br>Schniedman, et al.: P. 231-232<br>Sorrentino: P. 145-147<br>Hogan and Sorrentino: P. 139-141<br>Simmers: P. 398-399 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | D. Check straps, sling and clasps for defects | Fasano: P. 83, 88 |
| | E. Have two staff members available to assist with transfer | Johnson-Pawlson and Goodwin: P. 156-157 |
| | F. Prior to using lift, check the area for safety hazards | Hegner and Caldwell: P. 284-285<br>Caldwell and Hegner: P. 193-194 |
| 13.7 Demonstrate the procedure for transferring a resident using a mechanical lift. | VII. Using a Mechanical Lift<br>A. Equipment - mechanical lift, sling, arm chair or wheelchair, slippers and bath blanket | Demonstration<br>Return demonstration after practice in skills area. |
| | B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Request help as needed from coworkers<br>7. Center the sling under the resident, by turning from side to side<br>8. Position the lower edge of the sling behind the knees<br>9. Place the arm chair or wheelchair beside the bed with the back of the chair even with the headboard | Performance Checklist #55<br>Using a Mechanical Lift |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 10. Lock wheels on bed and wheelchair. Place bath blanket on chair<br>11. Lower the bed to lowest position, and elevate head of bed to sitting position<br>12. Attach the sling to the straps or chains with hooks fastened away from resident's skin<br>13. Fold resident's arms across chest and slowly raise the resident<br>14. Ask assistant to support residents' legs during transfer<br>15. Slowly lower the resident into the chair<br>16. Sling remains under resident<br>17. Apply slippers, bath blanket or lap robe and provide for comfort<br>18. Position call signal and be sure resident is secure in chair<br>19. Wash your hands<br>20. Report your actions and any unusual observations | |
| 13.8 Perform range of motion exercises as instructed by the physical therapist or the licensed nurse. | VIII. Range of Motion Exercises<br>A. Includes the movements of all joints in the body<br>1. Active - resident exercises joints without help<br>2. Passive - another person moves the body part for the resident | Hegner and Caldwell: P. 263-270<br>Badasch and Chesebro: P. 260, 312-313<br>Fasano: P. 195, 200-203<br>Badasch and Chesebro (1990): P. 309-316 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Purpose<br>1. Maintains muscle tone<br>2. Prevents deformities<br>3. Increases circulation<br>4. Encourages mobility<br>C. Guidelines<br>1. Expose only the part of the body being exercised<br>2. Be gentle and never complete an exercise that causes pain<br>3. Use good body mechanics<br>4. Carry out each exercise three times, or follow specific instructions as to the number of times an exercise should be repeated<br>5. Support the joint as it is exercised<br>6. Know the specific movements to be used and which joints are to be exercised<br>7. Report any complaints of pain or discomfort to the licensed nurse<br>8. Exercise the joint slowly, smoothly and gently<br>9. Do not exercise a swollen, reddened joint - report the condition to a licensed nurse<br>10. Exercise in an organized manner | Sorrentino: P. 304-308<br>Will and Eighmy: P. 173-180<br>Johnson-Pawlson and Goodwin: P. 174-178<br>Caldwell and Hegner: P. 283, 446-450<br>Hogan and Sorrentino: P. 311-316<br>Schniedman, et al.: P. 509-514<br>Review and follow the facility procedure for range of motion exercises.<br>Badasch and Chesebro (1990): P. 316-317<br>Quiz/Test/Study Questions<br>Hoeman: P. 328-337<br>(picture guide for ROM exercises)<br>Have the class discuss why exercises would be completed on one side of the body prior to exercising joints on the opposite side.<br>Medcom: "Exercise Techniques" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | D. Types of movement<br>1. Abduction<br>2. Adduction<br>3. Extension<br>4. Hyperextension<br>5. Flexion<br>6. Plantar flexion<br>7. Dorsal flexion<br>8. Rotation<br>9. Pronation<br>10. Supination<br>11. Eversion<br>12. Inversion<br>13. Radial deviation<br>14. Ulnar deviation | Have each student demonstrate a type of movement used for ROM exercise.<br>Have the class define the various types of movements used for ROM exercises. |
| | E. Encourage and instruct residents capable of doing active ROM exercises | |
| 13.9 Demonstrate the procedure for performing range of motion exercises. | IX. Range of Motion Exercises<br>A. Equipment - bath blanket<br>(Note: Perform exercises on one side of the body and then repeat the exercises on the opposite side. Each movement is repeated three times unless otherwise ordered) | Demonstration<br>Return demonstration after practice in skills area.<br>Performance Checklist #56<br>Range of Motion Exercises |
| | B. Procedure<br>1. Wash your hands<br>2. Assemble equipment<br>3. Identify the resident | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Provide privacy<br>5. Explain the procedure<br>6. Elevate the bed to a comfortable working level<br>7. Cover resident with bath blanket and fan-fold top linens to bottom of bed<br>8. Position resident on back in good body alignment<br>9. Exercise the neck<br>- Head flexion, extension and hyperextension<br>- Head right and left rotation<br>- Head right and left lateral flexion<br>10. Exercise the shoulder<br>- Shoulder flexion, extension and hyperextension<br>- Shoulder abduction and adduction<br>- Shoulder internal and external rotation<br>- Shoulder horizontal abduction and adduction<br>11. Exercise the elbow, forearm and wrist<br>- Elbow flexion and extension<br>- Forearm pronation and supination<br>- Wrist flexion, extension and hyperextension<br>- Wrist ulnar and radial deviation | |

Objectives | Course Content | Learning Activities

12. Exercise the hand and each finger
    - Finger adduction and abduction
    - Finger flexion and extension
    - Finger/thumb opposition
13. Exercise the hip and knee
    - Hip flexion and extension
    - Hip abduction and adduction
    - Hip internal and external rotation
    - Knee flexion and extension
14. Exercise ankle, foot and toes
    - Ankle dorsal flexion and plantar flexion
    - Foot eversion and inversion
    - Toe abduction and adduction
    - Toe flexion and extension
15. Repeat exercises for opposite side of the body after going to the other side of the bed
16. Provide for comfort
17. Lower bed to lowest position
18. Replace top linens
19. Return bath blanket to the appropriate place
20. Wash your hands
21. Report your action and any unusual observations

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 13.10 Assist in care and use of prosthetic devices. | X. Prosthetic Devices<br>A. Artifical eye (glass eye) | Hoeman: P. 67-68 |
| | 1. Wash your hands before and after cleaning artificial eyes | Caldwell and Hegner: P. 395 |
| | 2. Clean daily using soap and water or a special cleaning solution | Hogan and Sorrentino: p. 397<br>Schniedman, et al.: P. 407-408 |
| | 3. Rinse with lukewarm water | |
| | 4. To remove the eye prosthesis place your thumb below the lower eyelid and carefully press in and up on the edge of the prosthesis while lifting the upper lid with your forefinger | Badasch and Chesebro (1990): P. 297<br>Follow facility policy and procedure for care of artificial eyes. |
| | 5. Artificial eye can be carried to cleaning area in eyecup half-filled with warm water | |
| | 6. To replace the eye prosthesis it should be slightly moist and held in the correct position. Upper lid is raised with forefinger of one hand while the prosthesis is inserted in the eye socket with the other hand. The lower lid is depressed to allow the prosthesis to settle into place | |
| | 7. Encourage the resident to remove, clean and replace the eye prosthesis if able | |
| | B. Eyeglasses<br>1. Made of glass or plastic | Hogan and Sorrentino: P. 426<br>Suggest ways to label eyeglasses for the resident. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 2. Stored in protective case to prevent damage when not in use | Caldwell and Hegner: P. 394 |
| | 3. Hold by frames | Hegner and Caldwell: P. 116 |
| | 4. Wash under running water using mild detergent | Fasano: P. 140 |
| | a. rinse with clear water | |
| | b. dry with tissue or soft cloth | Sorrentino: P. 423 |
| | 5. Observe tops of ears and nose for redness or irritation from glasses | Hoeman: P. 68 |
| | 6. Wash hands before and after cleansing resident's glasses | Have the class practice cleaning eye glasses or sun glasses. |
| | C. Contact Lenses (hard or soft) | Hogan and Sorrentino: P. 426 |
| | 1. Wash hands prior to handling | |
| | 2. Clean and disinfect following physician and/or manufacturer directions | Sorrentino: P. 423<br>Hoeman: P. 66-67 |
| | 3. Physician prescribes use of lubricants and schedule for wearing lenses | Follow facility policy and procedure for care of contact lenses. |
| | 4. Encourage resident to care for lenses | |
| | 5. Report any unusual observations | Suggest ways to label lenses so that the right and left lenses are stored in the correct container. |
| | a. redness | |
| | b. itching | |
| | c. swelling | |
| | d. complaints of pain, blurring or scratching sensations | |
| | D. Hearing Aid | Hogan and Sorrentino: P. 424-425 |

**Objectives** | **Course Content** | **Learning Activities**

1. Earpiece is cleaned daily with soap and water - this is the only washable part
2. Earpiece and tubing should be soft
3. Special equipment is needed to clean wax from tubing
4. Batteries should be checked for power
5. Observe skin for redness or irritation in or around the ear
6. Report earwax build up to your charge nurse
7. To apply or remove a hearing aid
    a. removal
        (1) turn volume to lowest level or off
        (2) gently lift earpiece up and out of the ear
        (3) use tissues to wipe wax off earpiece
        (4) store in a safe place
        (5) remove battery when not in use or open battery case
    b. applying a hearing aid
        (1) turn volume toward maximum, until hearing aid whistles. Lower volume until whistling stops
        (2) replace batteries if whistle can't be heard
        (3) turn volume to low setting

Hegner and Caldwell: P. 112-113

Fasano: P. 140-141

Sorrentino: P. 421-422

Schniedman, et al.: P. 408-409

Hoeman: P. 70-73

Follow facility policy and procedure for care of hearing aids

Have the class discuss the cost of prosthetic devices and why the devices should be handled with care.

Have the class prepare a short report on the types of hearing loss.

Ask resident to show students how to test batteries for his or her hearing aid.

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | (4) gently insert earpiece into ear canal and adjust to comfort<br>(5) tubing and body of hearing aid are looped, for over the ear models, over the ear<br>(6) adjust volume to resident's satisfaction | Discuss ways to avoid loss of hearing aids. |
| | E. Braces<br>1. Uses | Hogan and Sorrentino: P. 321, 323 |
| | a. support a weak part of the body | Sorrentino: P. 313-314 |
| | b. prevent movement of joint<br>c. correct deformities | Hoeman: P. 149-151 |
| | d. prevent deformities<br>2. Materials | Will and Eighmy: P. 182 |
| | a. metal<br>b. leather<br>c. plastic<br>3. Bony parts under brace require protection in order to prevent skin irritation<br>4. Report any wear noticed and when brace parts are loose or missing | Suggest areas of body where a brace might be applied. |
| | 5. Shoes custom fitted and checked for:<br>a. broken shoe laces<br>b. heels and soles that are worn<br>c. leather that is worn or torn<br>d. damage from perspiration<br>(1) odors<br>(2) stains | Have the class discuss why gym shoes would not be worn with a leg brace. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | F. Amputation<br>1. Definition - the partial or complete removal of a body part<br>a. usually arm or leg<br>b. leg, below knee, most common amputation | Hoeman: P. 240-260 |
| | 2. Resident may have prosthetic device<br>a. artificial leg<br>b. artificial foot<br>c. artificial arm<br>d. artificial hand | Assign the class short reports to be researched and given orally on a fictious resident with a below the knee amputation. |
| | 3. Prosthesis is fitted and made for each individual<br>4. Handle device with care and store in appropriate place when not in use | |
| | 5. Artificial limbs<br>a. have the right device<br>b. check all parts for damage<br>c. evaluate residual limb for irritation and swelling<br>d. pad area of prosthesis touching resident<br>e. prosthesis should be cleaned according to individual instructions<br>f. report any needed repairs to your charge nurse<br>g. observe and report any skin changes to a licensed nurse | Badasch and Chesebro: P. 314<br>Discuss the different types of artificial limbs.<br>Badasch and Chesebro Workbook:<br>P. 94-96, 115-117<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | h. prosthetic socks are changed daily, or more often to prevent a build-up of perspiration leading to skin breakdown<br>G. TENS unit (transcutaneous electrical nerve stimulator)<br>1. Used to temporarily relieve pain<br>2. Physical therapist or licensed nurse supervises use<br>3. Unit may be transported with resident to treatment area<br>H. Breast forms<br>1. Used following mastectomy<br>2. Assist female residents with adjustments of forms when dressing<br>3. Follow care suggested by manufacturer<br>4. Avoid loss of form when handling clothing for laundry | |
| 13.11 Assist the resident in the proper use of body mechanics. | XI. Body Mechanics for Residents<br>A. Broad base of support leads to better balance and stability<br>B. Keep weight the same on both feet<br>C. Bend from the hips and knees<br>D. Keep the back straight | Will and Eighmy: P. 28-30<br>Fasano: P. 44-51<br>Badasch and Chesebro: P. 174-176<br>Hegner and Caldwell: P. 56-58<br>Simmers: P. 142<br>Hogan and Sorrentino: P. 116-118 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | E. Lift and carry objects close to body for better balance<br>F. Use both hands to lift or move objects<br>G. Use smooth, even movements<br>H. Avoid unnecessary bending and reaching - ask for help<br>I. Do not twist body to reach an object<br>J. Keep body in good alignment | See Unit 4, Section 4.5 for review of body mechanics for the nurse aide. Many of the same principles apply to proper use of body mechanics for residents.<br>Hegner Workbook: P. 49-51 Quiz/Test/Study Questions<br>Medcom: "Body Mechanics"<br>Kelly Workbook (1988): P. 35-39 Quiz/Test/Study Questions |
| 13.12 Provide assistance for the resident with dangling, standing and walking. | XII. Dangling, Standing and Walking<br>A. Dangling - sitting on the side of the bed<br>1. Many elderly residents become dizzy when they get up too quickly<br>2. Dangling for several minutes allows residents to progress to standing and walking without feeling faint<br>3. After sitting up and dangling encourage a few deep breaths to avoid light-headedness<br>4. Observations to report<br>a. skin color changes<br>(1) pallor<br>(2) cyanosis | Simmers Workbook: P. 76 Quiz/Test/Study Questions<br>Kelly Workbook (1987): P. 37-41 Quiz/Test/Study Questions<br>Fasano: P. 207<br>Sorrentino: P. 138-139, 309<br>Caldwell and Hegner: P. 362<br>Hogan and Sorrentino: P. 130-133<br>Badasch and Chesebro: P. 302-303<br>Will and Eighmy: P. 180<br>Simmers: P. 386, 392-393<br>Hegner and Caldwell: P. 274-275<br>Medcom: "Transfer Activities and Ambulation" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. difficulty breathing/labored respirations<br>c. abnormal increase in pulse rate<br>d. increased perspiration<br>e. complaints of dizziness or weakness | |
| | 5. Return resident to supine position if they have difficulty dangling | Role play assisting each other to dangle, stand and ambulate. |
| | 6. If dangling is well tolerated progress to standing position | |
| | B. Standing<br>1. Ask a coworker for help in assisting the resident to stand if the resident is weak or unsteady<br>2. Assist to stand by having resident put hands on your shoulders, as you put your hands under the residents arms and use good body mechanics to pull the resident to a standing position<br>3. Allow the resident to stand for several minutes, by the side of the bed prior to ambulating<br>4. Return resident to bed or assist to chair if they have difficulty standing<br>5. If standing is well tolerated progress to ambulating | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | C. Ambulating | Have the class practice assisting each other to fall. |
| | 1. Effects on body | |
| | a. stimulates circulation | |
| | b. strengthens muscles | Discuss why it would be safer to assist a resident to fall instead of trying to prevent a fall. |
| | c. relieves pressure on body parts | |
| | d. increases joint mobility | |
| | e. digestive and urinary systems function more efficiently | |
| | f. increased independence leads to a more positive self image | |
| | g. provides sense of accomplishment | Kelly Workbook (1987): P. 75-76<br>Quiz/Test/Study Questions |
| | h. prevents lung congestion | |
| | 2. Encourage residents to ambulate as much as possible | Kelly Workbook (1988): P. 74-76<br>Quiz/Test/Study Questions |
| | 3. Suggest use of handrails for support | Hegner Workbook: P. 52-54<br>Quiz/Test/Study Questions |
| | 4. If resident starts to fall ease them to the floor | |
| | a. grasp under arms | |
| | b. residents buttocks against nurse aides leg | |
| | c. resident slides down aides legs to floor | |
| | 5. Be prepared to assist, but allow the resident to do as much as possible for herself or himself | |
| | 6. Safety considerations | |
| | a. gait belt | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. assistance of coworkers if resident seems unsteady<br>c. allow adequate time for walking, so resident doesn't feel rushed | Will and Eighmy Workbook: P. 167-175<br>Quiz/Test/Study Questions |
| 13.13 Demonstrate the procedure for dangling, standing and walking the resident. | XIII. Assist the Resident to Dangle, Stand and Walk<br>A. Equipment - slippers or shoes, (brace, prosthesis, cane, walker, crutches, gait belt, as needed)<br>B. Procedure<br>1. Review ambulation instructions<br>2. Wash your hands<br>3. Assemble equipment<br>4. Identify the resident<br>5. Provide privacy<br>6. Explain the procedure<br>7. Raise the head of the bed and allow the resident to remain in a sitting position for several minutes<br>8. Put shoes or slippers on the resident<br>9. Assist the resident to move to the side of the bed<br>10. Support the resident's neck and shoulder with one hand, while using the other hand to move the legs over the edge of the mattress<br>11. Stand in front of the resident observing for signs of weakness | Demonstration<br>Return demonstration<br>Performance Checklist #57<br>Assist the Resident to Dangle, Stand and Walk |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 12. Allow the resident to dangle for several minutes<br>13. Apply brace, or prosthesis and/or place ambulation aids within resident's reach, if needed<br>14. Apply gait belt, if needed<br>15. Assist to stand by having resident put hands on your shoulders, while you place your hands under the resident's arms<br>16. Use good body mechanics to pull the resident to a standing position on the count of three<br>17. Allow the resident to stand for several minutes prior to walking<br>18. Walk beside resident, while grasping gait belt to provide support<br>19. Ambulate as ordered<br>20. Observe for discomfort or weakness<br>21. Return to room and provide for comfort<br>22. Wash your hands<br>23. Report your actions and any unusual observations | |
| 13.14 Provide cast care for the resident. | XIV. Cast Care<br>A. Cast used to immobilize a body part providing time for the part to heal<br>B. Cast materials<br>1. Plaster of paris<br>a. 24-48 hours to dry | Sorrentino: P. 411-414<br>Hegner and Caldwell: P. 289-290<br>Will and Eighmy: P. 159<br>Hogan and Sorrentino: P. 414-417 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. expands and gives off heat while drying | Badasch and Chesebro: P. 287-288 |
| | 2. Fiberglass<br>a. dries rapidly | Caldwell and Hegner: P. 452-453 |
| | b. lighter than plaster casts<br>3. Plastic | Schniedman, et al.: P. 241 |
| | C. Care of casts | |
| | 1. Allow to air dry<br>2. Keep cast uncovered<br>3. Use pillows to support cast | AJN: Nursing Care of Patients with Casts Part I<br>"Purpose, Types, Application and Removal" |
| | 4. Support cast with palms of hands<br>5. Avoid pressure on cast<br>6. Turn and position resident frequently to allow air to circulate around cast<br>7. Maintain good body alignment<br>8. Keep cast dry<br>9. Observe cast for rough edges and report<br>10. When available, provide over bed trapeze | |
| | 11. Observations to report to the licensed nurse immediately<br>a. drainage<br>b. odors from cast<br>c. swelling of fingers or toes (inability to move)<br>d. change in color of skin - paleness, cyanosis<br>e. nausea and vomiting<br>f. elevated temperature | Have the class discuss the importance of reporting the observations listed to the licensed nurse. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | g. skin irritation around edge of cast | |
| | h. resident reports of: | |
| | (1) pain | |
| | (2) numbness | |
| | (3) tingling sensations | |
| | (4) chills | |
| | (5) hot or cold skin | |
| | (6) itching | |
| | (7) tight cast | |
| | (8) inability to move fingers or toes | |
| | (9) blueness or blanching of nails | |
| 13.15 Discuss the importance of moving, turning, positioning and lifting residents. | XV. Turning, Moving and Lifting Residents | Caldwell and Hegner: P. 184-205 |
| | A. Use good body mechanics | |
| | 1. Prevents injury to resident | Sorrentino: P. 126-152 |
| | 2. Protects health care worker from injury | Badasch and Chesebro: P. 262-263 |
| | 3. Good body alignment promotes comfort | Fasano: P. 203-209 |
| | B. Safety is of major consideration | Hegner and Caldwell: P. 276-284 |
| | 1. Get help if needed | |
| | 2. Be aware of any resident restrictions for positioning or movement | Johnson-Pawlson and Goodwin: P. 148-156 |
| | 3. Consider any special equipment being used by the resident prior to movement (i.e., drainage tubes) | Hogan and Sorrentino: P. 118-139<br>Will and Eighmy: P. 160-169 |
| | 4. Take time to elevate the bed to a comfortable working level and elevate side rails if you are away from the bedside | Simmers: P. 386-398<br>Schniedman, et al.: P. 211-219 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Protect resident's skin from friction<br>a. roll when possible<br>b. lift with assistance<br>c. avoid sliding<br>d. use turning sheet | |
| | C. Use postural supports as needed<br>1. Rolled blankets<br>2. Pillows<br>3. Rolled towels<br>4. Footboards<br>5. Bed cradles | Discuss the use of trochanter rolls.<br>Have students practice the log-rolling technique. |
| | D. Resident should be repositioned at least every two hours<br>1. Avoids pressure areas<br>2. Provides comfort<br>3. Exercises muscles<br>4. Moves joints<br>5. Stimulates circulation | |
| | E. Coordinate activities<br>1. Move on a certain count<br>2. Gain cooperation of resident<br>3. Have residents help themselves as much as possible<br>4. Use transfer belt (gait belt) when appropriate<br>5. When in doubt, always ask for assistance from coworkers | Sorrentino: P. 152<br>Quiz/Test/Study Questions<br>Caldwell and Hegner: P. 204-206<br>Quiz/Test/Study Questions<br>Hogan and Sorrentino: P. 146<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 13.16 Demonstrate the procedure for moving the resident up in bed. | XVI. Moving the Resident Up in Bed<br>A. Equipment - special equipment not required<br>B. Procedure<br>1. Request help as needed from coworkers<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Lock wheels on bed<br>7. Raise bed to working level<br>8. Lower head of bed to flat position<br>9. Place pillow against headboard<br>10. Position a person on either side of the bed<br>11. Using good body mechanics, place one arm under the residents shoulder and one arm under the resident's thigh<br>12. Ask the resident to help, if able, by flexing both knees and grasping headboard with hands<br>13. Explain that on the count of three the resident should pull up with the hands and push against the bed with the feet, as you and coworker move the resident up in bed | Demonstration<br>Return demonstration after practice in the skills area<br>Performance Checklist #58<br>Moving the Resident Up in Bed<br>Medcom: "Lifting and Moving Techniques" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 14. Place pillow under resident's head<br>15. Provide for comfort<br>16. Wash hands<br>17. Report and record your actions and any unusual observations | Demonstration<br>Return demonstration after practice in skills area. |
| 3.17 Demonstrate the procedure for lifting a resident up in bed using a turning sheet. | XVII. Moving the Resident Up in Bed Using a Turning Sheet<br>A. Equipment - turning sheet (draw sheet or full sheet folded in half)<br>B. Procedure<br>1. Request help from a coworker<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Lock wheels on bed<br>7. Raise bed to working level<br>8. Lower head of bed to flat position<br>9. Place pillow against headboard<br>10. Position a person on either side of the bed<br>11. Roll the turning sheet up close to the resident and grasp the sheet firmly at the shoulder and buttocks area<br>12. Using good body mechanics, slide the resident up in bed on the count of three (resident's buttocks must clear the mattress)<br>13. Place pillow under resident's head | Performance Checklist #59 Moving the Resident Up in Bed Using a Turning Sheet<br>Medcom: "Lifting and Moving the Patient" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 14. Adjust linens and provide for comfort<br>15. Wash hands<br>16. Report and record your actions and any unusual observations | |
| 3.18 Demonstrate the procedure for turning a resident. | XVIII. Turning the Resident<br>A. Equipment - pillows with pillowcase covers<br>B. Procedure<br>1. Wash your hands<br>2. Identify the resident<br>3. Provide privacy<br>4. Explain the procedure<br>5. Lock bed wheels<br>6. Elevate bed to position of comfort<br>7. Lower head of bed to as flat a position as possible<br>8. Stand opposite side of bed to which you will turn resident<br>9. Lower side rail on side nearest you<br>10. Move resident to side of bed nearest you<br>11. Cross resident's arms over chest<br>12. Cross leg nearest you over opposite leg<br>13. Raise side rail and go to opposite side of bed<br>14. Lower side rail and roll the resident gently toward you<br>15. Position in good body alignment | Demonstration<br>Return demonstration after practice in skills area.<br>Performance Checklist #60<br>Turning the Resident Toward You<br>Medcom: "Transfer Techniques" |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 16. Place pillow under head and shoulders<br>17. Position other pillows as needed for support<br>18. Raise side rail<br>19. Lower bed to lowest position<br>20. Place call signal within resident's reach<br>21. Wash your hands | |
| 3.19 Discuss repositioning the resident in a chair or wheelchair. | XIX. Positioning the Resident In a Chair<br>A. Position changes<br>1. Promote comfort<br>2. Reduce pressure<br>3. Increase circulation<br>4. Exercise joints<br>5. Promote muscle tone<br>B. Body should be in good alignment<br>C. Position head in straight line with spine<br>D. Resident's body should not be twisted<br>E. Pillows or soft blankets can be used for support<br>F. Feet should be resting on floor or footrests of wheelchair | Sorrentino: P. 150<br>Will and Eighmy: P. 184-185<br>Hegner and Caldwell: P. 276-277<br>Hogan and Sorrentino: P. 145<br>AJN: Patient Transfer and Positioning Part 1 "Basic Techniques for Transferring Patients Safely"<br>Part 2 "Principles for Positioning Immobilized Patients"<br>Simmers Workbook: P. 323<br>Quiz/Test/Study Questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | G. Hips should be positioned well back in chair | |
| | H. Reposition at least every two hours | |
| 3.20 Demonstrate the proper technique for transferring a resident from a bed to a chair. | XX. Bed to Chair Transfer<br>A. Equipment - shoes or slippers, bath blanket, arm chair or wheelchair, transfer belt<br>B. Procedure<br>1. Assemble equipment<br>2. Wash your hands<br>3. Identify the resident<br>4. Provide privacy<br>5. Explain the procedure<br>6. Lock wheels on bed<br>7. Place chair or wheelchair beside the bed, with wheels locked, with the back of the chair even with the bed head board<br>8. Position folded bath blanket on chair<br>9. Place bed in lowest position<br>10. Elevate head of bed<br>11. Fanfold top linens to bottom of bed<br>12. Assist resident, as needed, to put on shoes or slippers<br>13. Help resident to move to the side of the bed | Demonstration<br>Return demonstration after practice in skills area.<br>Performance Checklist #61 Bed to Chair Transfer<br>Schniedman, et al.: P. 228-231 |

| Objectives | Course Content | Learning Activities |
|---|---|---|

14. Assist to sitting position and allow to dangle for several minutes
15. Help resident to stand
    - ask resident to put hands on your shoulders
    - place your hands under the resident's arms or use transfer belt
    - block resident's feet with your feet and brace your knees against the resident's knees
    - use good body mechanics to pull the resident to a standing position on the count of three
16. Assist resident to turn slowly until his back faces the chair
17. Lower resident slowly to a sitting position
18. Provide for comfort
19. Wash your hands
20. Report your actions and any unusual observations

## Unit 14

## Psychological Affects of Aging

### Introduction

This unit deals with the feelings, emotional stress and psychological adjustments that are part of the aging process. It explores the physical and psychosocial needs of residents, and suggests the skills that the nurse aide will need to develop in order to provide understanding compassionate care. Other topics covered include: age appropriate behavior, sexuality, behavior modification, dementia, Alzheimer's disease, confusion and developmental disabilities.

### Time Schedule

| | | | |
|---|---|---|---|
| Physical and psychosocial needs | 1 hour | | |
| Psychological affects of aging | 1 hour | | |
| Mental health care needs | 1 hour | | |
| *Total Classroom Instruction* | 3 hours | (5 hours) | (10 hours) |

### Lesson Presentation Materials

Patient care plan - facility form

Films relevant to the unit

Handout - Defense mechanisms

Handout - Maslow's hierarchy of needs

Handout - Erickson's tasks of personality development

Social service policies

### Terminology

Adaptability
Alzheimer's disease
Apathy
Apprehensive
Compassion
Coping
Defense mechanism
Developmental tasks
Disorientation
Gerontology
Senescence

## Unit 14

# Psychological Affects of Aging

## Terminology Defined

1. **Adaptability** - ability to adjust.
2. **Alzheimer's disease** - physical changes in the brain that lead to a loss of cerebral functioning.
3. **Apathy** - lack of emotion; indifference.
4. **Apprehensive** - fearful.
5. **Compassion** - sympathetic consciousness of another person's distress along with a desire to alleviate it.
6. **Coping** - dealing with or handling stress.
7. **Defense mechanism** - psychological reaction or technique used as protection against a stressful environmental situation.
8. **Developmental tasks** - tasks carried out as steps in the development of personality.
9. **Disorientation** - inability to recognize time, place or persons.
10. **Gerontology** - study of the aging process.
11. **Senescence** - the process of growing old.

Section [illegible]r: Mental Health and Social Service Needs
Unit 14: Psychological Affects of Aging
Page: 1

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 14.0 Demonstrate basic skills by identifying the psychosocial characteristics of the residents being served in the nursing facility and/or by the health care agency including persons with mental retardation, dementia, Alzheimer's disease and related disorders. | I. Patient Care Plan<br>A. Written communication to assist all staff to provide consistent care daily for a resident<br>B. Developed on admission<br>C. Interdisciplinary plan<br>D. Reviewed and revised as resident's needs change | Will and Eighmy: P. 77-79<br>Witmer: P. 39-40<br>Johnson-Pawlson and Goodwin: P. 27<br>Hegner and Caldwell: P. 29-30<br>Caldwell and Hegner: P. 112<br>Badasch and Chesebro (1990): P. 233-234 |
| *14.1 Describe the importance of a patient care plan. | E. Content<br>1. ADL level of independence<br>2. Problems/needs statements<br>3. Goals<br>a. long term<br>b. short term<br>4. Approach to achieve goals<br>5. Specific instructions for individualized care<br>6. Date plan reviewed | Have students list the benefits of reviewing the care plan prior to providing resident care. |
| 14.2 Discuss ways to meet the resident's basic human needs for life and mental well-being. | II. Human Needs<br>A. A need is something which is necessary for survival or desired for mental well-being<br>B. Physical needs (basic, biological, physiological)<br>1. Oxygen<br>a. elevate head of bed | Milliken: P. 51-81<br>Sorrentino: P. 41-45<br>Simmers: P. 96-100<br>Will and Eighmy: P. 58-61<br>Hogan and Sorrentino: P. 47-58<br>Hegner and Caldwell: P. 30, 172-185<br>Badasch and Chesebro: P. 195-198<br>Caldwell and Hegner: P. 124-131 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | b. assist to sit up in chair | Badasch and Chesebro (1990): P. 148-165 |
| | c. report to nurse if resident cyanotic or short of breath | Schniedman, et al.: P. 28-29, 494-495 |
| | d. assist with breathing exercises | Witmer: P. 38-39 |
| | 2. Food | |
| | a. feed residents unable to feed themselves | Caldwell and Hegner (1986): P. 55-70 |
| | b. serve food<br>(1) at proper temperature<br>(2) in friendly manner<br>(3) in pleasant environment<br>(4) in appropriate amounts | Divide the class into two groups and have them prepare short reports on the work of Abraham Maslow and Erik Erikson. Relate Maslow's hierarchy of needs and Erickson's tasks of personality development to residents living in long term care facilities. |
| | c. make sure dentures are in place | |
| | 3. Water | |
| | a. make available within resident's reach | |
| | b. provide fresh water at periodic intervals | Discuss the homeless situation and what an increasing number of people are doing to find shelter when they have nowhere to go. |
| | 4. Shelter | |
| | a. provide for warmth with extra blankets | |
| | b. be sure residents are dressed properly | |
| | c. avoid drafts or drafty areas | |
| | d. provide for privacy | Discuss additional ways to meet the resident's basic needs. |
| | 5. Sleep | |
| | a. control noise | |
| | b. give a back rub to relax resident | PSU film: "What Do You See Nurse?" |
| | c. report complaints of pain to a licensed nurse | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | d. listen to concerns or worries the resident may wish to express<br>e. leave a night light on in the resident's room<br>6. Elimination<br>a. assist to bathroom as needed<br>b. provide bedpan and/or urinal upon request | Have the class suggest ways to assist a resident with a sensory need. (i.e., loss of sight) |
| | c. offer assistance periodically<br>d. provide for privacy<br>e. change soiled linen as needed | AJN Film: "Sounds of Anger: Echoes of Fear" |
| | 7. Activity<br>a. ROM exercises<br>b. turn and reposition at least every two hours<br>c. assist with activity as ordered by physician<br>d. encourage movement<br>e. provide overbed trapeze if available | Brainstorm and prepare a list of ideas that could be used to meet the resident's need for activity. |
| | C. Safety and security needs<br>1. Elevate side rails<br>2. Provide for warmth<br>3. Establish familiar surroundings<br>a. explain procedures<br>b. talk about "their" room<br>c. keep your promises<br>d. provide a safe environment<br>e. promote use of personal belongings | Have students write a short report on how they meet their own needs for safety and security. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 4. Maintain order and follow routines<br>5. Help to be free of fear and anxiety<br>a. listen to resident's worries<br>b. ease their concerns when possible<br>c. check on residents frequently<br>6. Avoid rushing and handle gently | Review the ways that a senior citizen center could meet some of the needs of residents. |
| | D. Love and affection needs<br>1. Friendship<br>2. Social acceptance<br>3. Closeness<br>4. Meaningful relationship with others<br>5. Love<br>6. Sexuality<br>7. Belonging<br>a. need met by family<br>b. friends may meet this need<br>8. The nursing staff as family<br>a. take time to greet residents when you see them<br>b. sit and visit for a few minutes when time allows<br>c. show interest in residents<br>d. display human warmth with a gentle touch<br>e. show acceptance of an individual for his or her unique qualities<br>f. provide care in a kind, friendly, considerate manner | Consider movies you may have seen or situations you may have observed showing love, affection and caring between children and grandparents, couples in their golden years, friendships that have lasted over many years, share these experiences.<br>Consider some of the little extra things you could do to provide a resident with the feeling of belonging. Share these ideas with the class.<br>Identify some ways that pet therapy can meet a resident's needs. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | E. Esteem needs<br>1. Value, worth or opinion of oneself<br>2. Seeing oneself as useful<br>3. Being well thought of by others<br>4. Nurse aides' responsibilities<br>a. call resident by proper name<br>b. praise accomplishments<br>c. discuss current issues<br>d. request resident's opinion<br>e. show respect and approval | List ways to promote feelings of self esteem in residents.<br>AJN films: Gerontological Nursing<br>"Aging: An Individual Matter"<br>"Aging: Relocation"<br>"Aging: The Losses"<br>"Aging: Who is Listening" |
| | F. Need for self-actualization (experiencing one's potential)<br>1. Can't occur until all other needs are met<br>2. A feeling that a person is what one wants to be<br>3. Rarely is this need totally met<br>4. Ways to help residents to meet this need<br>a. assist to participate in meaningful activities<br>b. assist to dress and help with grooming<br>c. encourage independence<br>d. encourage socialization<br>e. share goals with residents and praise their success or accomplishments<br>f. know what resident has accomplished in his/her lifetime and talk about these things | PSU film: "The Mind: Aging"<br>Hegner Workbook: P. 35-37<br>Quiz/Test/Study Questions<br>Role play communicating social needs of residents to appropriate staff members.<br>Discuss ways to identify and meet the nurse aide's personal needs. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | G. Spiritual needs<br>1. Residents have the right to worship and express their faith freely<br>2. Guidelines for the nurse aide<br>a. respect residents beliefs<br>b. respect residents religious objects<br>c. inform residents of the time and place for religious services<br>d. assist resident to attend religious services<br>e. provide privacy for members of the clergy and residents<br>f. welcome members of the clergy | Have the class discuss how they would handle a situation if a resident said they couldn't participate in an activity because it was against their religion.<br>Johnson-Pawlson and Goodwin: P. 68-69<br>Hegner and Caldwell: P. 179-180 |
| *14.3 Identify four defense mechanisms that could be used by a resident in response to stress. | III. Coping Mechanisms<br>A. Established early in life as part of personality<br>B. Defense mechanisms<br>1. Projection - blaming others<br>2. Rationalization - false reason for situation<br>3. Denial - pretending a problem doesn't exist<br>4. Compensation - making up for a situation in some other way | Simmers: P. 99-100<br>Hegner and Caldwell: P. 128-129<br>Badasch and Chesebro: P. 198<br>Adams and Jones: P. 47-50<br>Milliken: P. 129-145 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 5. Displacement - transferring feelings about one person to another person<br>6. Daydreaming - escape from reality<br>7. Identification - idolizing another and trying to copy him/her<br>8. Sublimation - redirecting feelings to constructive activity | Kalman and Waughfield: P. 68-72<br>Badasch and Chesebro Workbook: P. 105-108<br>Quiz/Test/Study questions |
| 14.4 Recognize how age, illness and disability affect sexuality. | IV. Sexuality<br>A. Expressed by individuals of all ages<br>B. A way to show feminine or masculine qualities<br>1. Clothing styles and colors<br>2. Hairstyles<br>3. Hobbies and interests<br>4. Sexual habits (continue into old age)<br>5. Gestures<br>C. Forms of sexual activity<br>1. Sexual intercourse<br>2. Caressing, touching, holding hands<br>3. Masturbation<br>D. Residents have the right to be involved in sexual activity<br>E. Guidelines for the nurse aide | Schniedman, et al.: P. 389-391<br>Badasch and Chesebro (1990) P. 160-161<br>Will and Eighmy: P. 316-318<br>Simmers: P. 98<br>Hogan and Sorrentino: P. 436-441<br>Hegner and Caldwell: P. 181-182, 448-453<br>Johnson-Pawlson and Goodwin: P. 62-64<br>Sorrentino: P. 433-436<br>Kalman and Waughfield: P. 288-308<br>Some long term care facilities allow married couples to share a room. Have the class discuss the pros and cons of this arrangement. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Assist to maintain sexual identity by dressing residents in clothing appropriate for men or women | Medcom: "Meeting Mobility, Sexual and Nutritional Needs" |
| | 2. Assist with personal hygiene as needed | |
| | 3. Assist residents to prepare for special activities by "dressing up"<br>a. selecting attractive clothing<br>b. fixing hair in a special way<br>c. applying cosmetics<br>d. wearing a special perfume or after shave | Simmers Workbook: P. 58-59<br>Quiz/Test/Study Questions |
| | 4. Help residents to develop a positive self image | Sorrentino: P. 439<br>Quiz/Test/Study Questions |
| | 5. Show acceptance and understanding for residents expression of love or sexuality<br>a. provide privacy<br>b. knock prior to entering a room<br>c. assure privacy when requested | Hogan and Sorrentino: P. 443-444<br>Quiz/Test/Study Questions<br>Suggest ways to deal with a sexually aggressive resident in a professional manner. |
| | 6. Avoid exposing the resident | |
| | 7. Accept the resident's sexual relationships | |
| | 8. Provide protection for the non-consenting resident | |
| | 9. Be firm but gentle in your rejection of a residents sexual advances | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | F. Injury and illness effects on sexuality<br>1. Disfiguring surgery may cause a person to feel<br>a. unattractive and ugly to others<br>b. mutilated and deformed<br>c. unworthy of love or affection<br>2. Chronic illness can affect sexual functioning<br>3. Disorders that cause impotence<br>a. diabetes mellitus<br>b. spinal cord injuries<br>c. multiple sclerosis | Have the class consider the various illnesses and injuries that affect sexuality and what the reaction of residents to others might be like as they compensate for their feelings. |
| | d. alcoholism | Kelly Workbook (1988): P. 103-104 |
| | 4. Surgery can have both physical and or psychological effects<br>a. removal of prostate<br>b. removal of testes | Kelly Workbook (1987): P. 109-110<br>Quiz/Test/Study questions |
| | c. removal of uterus<br>d. removal of ovaries<br>e. removal of a breast<br>f. colostomy<br>g. ileostomy<br>5. Disorders affecting the ability to have sex<br>a. stroke<br>b. nervous system disorders<br>c. heart disease<br>d. chronic obstructive pulmonary disease<br>e. circulatory disorders<br>f. medications given for high blood pressure<br>g. arthritis or conditions affecting mobility/flexability | Will and Eighmy Workbook: P. 159-160<br>Quiz/Test/Study questions |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 14.5 Identify developmental tasks associated with the elderly. | V. Developmental Tasks<br>A. Adjustment<br>1. to retirement<br>2. to reduced income<br>3. to death of friends<br>4. to physical changes<br>B. Death of a husband or wife<br>C. New friendships and relationships<br>D. Loss of independence<br>E. Loss of vitality<br>F. Integrating life experiences<br>G. Preparation for death | Schniedman, et al.: P. 197, 492-493<br>Adams and Jones: P. 119-123<br>Sorrentino: P. 95, 398-400<br>Simmers: P. 93-94<br>Hegner and Caldwell: P. 174-175<br>Badasch and Chesebro: P. 205-207, 213-214<br>Badasch and Chesebro (1990): P. 2<br>Caldwell and Hegner: P. 123<br>Role play conversations that would help the aged to review life's challenges and accomplishments. |
| 14.6 Explain how the nurse aide will need to modify his or her behavior in response to the resident's behavior. | VI. Interpersonal Skills<br>A. Determined by<br>1. Standards and values<br>2. Culture and environment<br>3. Heredity<br>4. Interests<br>5. Feelings and stress<br>6. Expectations others have for us<br>7. Past experience | Caldwell and Hegner (1986): P. 45-54<br>Milliken: P. 123-128<br>Hogan and Sorrentino: P. 402-404 |
| *14.6.1 Define the terms sympathy, empathy and tact. | B. Dealing with resident behavior<br>1. Accept every resident<br>2. Listen to the resident | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Comply with reasonable requests, when possible | Hegner and Caldwell: P. 182-183 |
| | 4. Display patience and tolerance | Will and Eighmy: P. 64-67 |
| | 5. Make an effort to be understanding | Schniedman, et al.: P. 31-34 |
| | 6. Develop acceptable ways of coping with your negative feelings | |
| | a. leave the room after providing for safety<br>b. share your feelings with the resident | Have the class discuss why resident behavior shouldn't be taken personally, on many occasions. |
| | c. talk with a coworker, in private, about your feelings | |
| | d. involve yourself in physical activity<br>e. learn to use relaxation techniques that ease stress | Role play situations where a resident is angry and worried and lashes out at a health care worker. Discuss how these situations could be handled. |
| | f. request a team conference to discuss the behavior | |
| | 7. Be sensitive to resident's moods | |
| | C. Treat residents as unique individuals | Will and Eighmy Workbook: P. 32-42<br>Quiz/Test/Study Questions |
| | 1. Do things their way when possible<br>2. Anticipate their needs<br>3. Give good care<br>4. Ask for their opinion | |
| | D. Be able to see things from the other person's point of view | |
| | E. Be able to handle disagreements and criticism | |

| | Objectives | Course Content | Learning Activities |
|---|---|---|---|
| *14.7 | Identify the issues to be considered when elderly individuals are unable to provide for their own needs in their own homes. | VII. Issues Involving Care of the Elderly<br>A. Amount of care needed<br>B. Cost<br>C. Nutritional needs<br>D. Relationships with children<br>E. Location of children<br>F. Medical care needs | Have the class discuss the issues involved when the elderly leave their home for a retirement center, leisure community or long term care facility. |
| | | G. The elderly person<br>1. Living with a group of people<br>2. Less independence<br>3. A structured lifestyle<br>4. Less privacy<br>5. Adaptability to change | Have students consider what it would mean to have to leave you home, and change your lifestyle.<br>Review stereotypes and myths about the elderly. |
| | | H. Decision made by individual or family for long-term care | Hegner and Caldwell: P. 138-139<br>Quiz/Test/Study questions |
| 14.8 | Demonstrate skills supporting age appropriate behavior by allowing the resident to make personal choices, providing, and reinforcing other behavior consistent with resident's dignity. | VII. Age Appropriate Behavior<br>A. Dependent elderly residents aren't children<br>1. seen as child<br>2. treated like child<br>3. resident behaves as a child | Will and Eighmy: P. 63<br>Hegner and Caldwell: P. 54 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Residents are treated as adults in a manner appropriate to the person's age | Have students suggest activities that would be appropriate for residents in a long term care facility. |
| | C. Age-appropriate considerations<br>1. Style of dress<br>2. Hair style and grooming<br>3. Recreational activities<br>4. Social activities | List social activities that could be arranged for residents enjoyment. |
| | D. Guidelines for the nurse aide<br>1. Address the resident in a dignified way<br>2. Listen to what the resident has to say<br>3. Converse with the resident in an adult manner<br>4. Respect the resident's privacy<br>5. Don't ignore or humor a resident<br>6. Explain what care you are going to give<br>7. Promote independence<br>8. Treat the resident as you would want to be treated | |
| | 9. Encourage the resident to make choices<br>a. select clothing to wear<br>b. select books to read<br>c. select television programs to watch<br>d. select food and nourishments<br>e. select activities of interest<br>f. select friends | Brainstorm and prepare a list of items that should be referred to the resident for a decision, when possible. |

| Objectives | Course Content | Learning Activities |
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| | 10. Recognize the value of the resident's past experience<br>11. Praise age appropriate accomplishments<br>12. Encourage adult behavior | Hegner and Caldwell: P. 184-185<br>Quiz/Test/Study Questions |
| 14.9 Provide training in, and the opportunity for self care according to the resident's capabilities. | IX. Self Care According to Resident's Capabilities<br>A. Teaching programs require that three questions be answered prior to starting:<br>1. What is the goal to be achieved?<br>2. What approach is used to help the resident achieve the goal?<br>3. How will progress or lack of progress be measured? | Caldwell and Hegner (1986): P. 134-141<br>Hegner and Caldwell: P. 140-146<br>Will and Eighmy: P. 334-337<br>Johnson-Pawlson and Goodwin: P. 110-111 |
| | B. Whenever possible, remember to involve the resident in the goal - setting process | Have the class discuss the importance of motivation in achieving goals.<br>Badasch and Chesebro (1990): P. 117-128 |
| | C. Functional losses generate<br>1. Resentment<br>2. Anger<br>3. Frustration<br>4. Withdrawal<br>5. Depression<br>6. Grief | Give examples of behavior that the resident might exhibit based on his or her feelings about functional losses. |
| | D. Guidelines to assist with restorative care and retraining | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Assist the resident to do as much as possible for himself/herself<br>2. Be realistic<br>3. Avoid offering false hope<br>4. Explain what you are going to do<br>5. Begin tasks at resident's level of function | Speaker: Social worker to discuss functions of the social service department. |
| | 6. Provide encouragement and reinforcement<br>7. Praise successes<br>8. Emphasize abilities<br>9. Treat the resident with respect<br>10. Explain what the resident needs to accomplish, and how you will help<br>11. Accept residents and allow them to express their feelings<br>12. Help to put new skills into use immediately<br>13. Assist the resident to recognize his or her progress | List community social service agencies for the elderly. |
| | E. Treatment initiated by:<br>1. Physical therapist<br>2. Occupational therapist<br>3. Speech therapist<br>4. Licensed nurse | Explain how the nurse aide can assist the therapists with resident treatment. |
| | F. ADL considerations for the elderly resident<br>1. Allow resident to control how and when activities are carried out, when possible | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 2. Use tact in making residents aware of hygiene deficiencies<br>3. Encourage use and selection of own clothing<br>4. Be patient, and allow time for slower paced activities<br>5. Provide for rest periods<br>6. Assist to obtain exercise<br>7. Promote independence by allowing to do part of an activity, when able<br>8. Encourage use of adaptive devices | Role play your action if a resident appears wearing a sweater buttoned, but buttoned incorrectly.<br>Badasch and Chesebro Workbook: P. 119 Quiz/Test/Study Questions |
| 14.10 Demonstrate principles of behavior management by reinforcing appropriate behavior and reducing or eliminating inappropriate behavior. | X. Behavior Modification<br>A. Definition - process of changing behavior patterns or habits by eliminating ineffective behaviors and teaching effective behaviors | Will and Eighmy: P. 326-329<br>Fasano: P. 232 |
| | B. Principles of behavior management<br>1. Behavior that is rewarded is repeated<br>2. Behavior is more apt to be repeated if it is rewarded in a timely manner<br>3. Behavior which is punished or ignored tends to decrease or disappear | Discuss the types of behavior you might want to reduce or eliminate in nursing home residents. |
| | C. Reinforcers<br>1. Primary - food | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | a. fruit<br>b. candy<br>c. soda<br>2. Social<br>a. praise<br>b. smile<br>c. thank you<br>3. Physical<br>a. hugs<br>b. pats on back or arm | Have the class suggest the use of reinforcers for residents in long-term care facilities. |
| 14.11 Utilize the resident's family as a source of emotional support. | XI. Emotional Support for Residents<br>A. Family meet needs for:<br>1. Safety<br>2. Security<br>3. Love<br>4. Belonging<br>5. Esteem | Sorrentino: P. 50-51<br>Hogan and Sorrentino: P. 56-57 |
| | B. Family and friends provide:<br>1. Comfort<br>2. Support<br>3. Relief from loneliness<br>4. Contact with familiar people and things<br>5. Mental stimulation<br>6. Reasons to live | Witmer: P. 82<br>Johnson-Pawlson and Goodwin: P. 90-93<br>Suggest ways that a spouse can assist with care for a resident if he or she wants to help. |
| | C. Ways to promote family involvement<br>1. Include in care conferences<br>2. Allow to do some or all of personal grooming<br>3. Provide outside picnic areas, playground equipment, gardens | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
|  | 4. Provide area for family parties<br>5. Invite families to scheduled activities<br>6. Encourage to assist with feeding<br>7. Permit to bring special foods or beverages for resident<br>8. Encourage time together<br>D. Responsibilities of the nurse aide<br>1. Greet the family<br>2. Address family members by name<br>3. Make family and friends feel welcome<br>4. Provide for privacy<br>5. Keep lines of communication open<br>6. Understand that family and friends will do or say things to try and please the resident<br>7. Use tact in dealing with family complaints and requests that you can't honor<br>8. Assist families to understand the facility and how it works<br>9. Provide explanations for family questions or find a nurse to assist the family with questions<br>10. Reassure the family as they cope with the residents actions, problems and concerns |  |

| Objectives | Course Content | Learning Activities |
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| 14.12 Identify the symptoms displayed by residents with dementia. | XII. Dementia (group of symptoms)<br>A. Defined as a progressive loss of mental functioning<br>B. Two categories<br>1. Primary<br>a. no known cause<br>b. irreversible<br>c. untreatable<br>(1) Alzheimer's disease<br>(2) Parkinson's disease<br>(3) Huntington's Chorea<br>2. Secondary<br>a. treatable<br>b. reversible<br>(1) depression<br>(2) minor stroke<br>(3) thyroid dysfunction<br>(4) medication induced<br>C. Symptoms<br>1. Confusion<br>2. Inability to reason accurately<br>3. Recent memory loss<br>4. Detailed long-term memory<br>5. Repetitious speech<br>6. Self centered behavior<br>7. Agitation<br>8. Disorientation<br>9. Confabulation | Hegner and Caldwell: P. 469<br>Witmer: P. 228<br>Adams and Jones: P. 124-127<br>Johnson-Pawlson and Goodwin: P. 82-83, 198-201<br>Badasch and Chesebro (1990): P. 304<br>AJN: Psychogeriatics: "Mental Health Problems of the Aged"<br>PSU: "Living In a Nightmare"<br>Define confabulation. |
| 14.13 Review the psychosocial characteristics and care needs of a person with Alzheimer's disease. | XIII. Alzheimer's Disease<br>A. Defined as a progressive incurable disease that involves changes in brain tissue | Simmers: P. 94<br>Sorrentino: P. 418<br>Hogan and Sorrentino: P. 422<br>Witmer: P. 228-239 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Responsible for about half of the dementia seen | Mulvihill: P. 368 |
| | | Will and Eighmy: P. 259-263 |
| | C. Symptoms occur in people 50-69 years of age | Schniedman, et al.: P. 497-498 |
| | 1. Affects more women than men | Badasch and Chesebro (1990): P. 304 |
| | 2. Terminal illness | |
| | 3. Death occurs 3-15 years after symptoms occur | Hegner and Caldwell: P. 474 |
| | | Caldwell and Hegner: P. 372-375 |
| | D. Disease process | |
| | 1. Organic changes occur | Hoeman: P. 284-289 |
| | 2. Loss of neurons | |
| | 3. Brain cells die | Kalman and Waughfield: P. 209-215 |
| | 4. Decreased levels of neurotransmitters | Fasano (1986): P. 1-116<br>Creative Care for the Person with Alzheimer's |
| | 5. Decrease in enzymes that promote the formation of transmitters | |
| | E. Signs and symptoms | |
| | 1. Irreversible loss of memory | |
| | 2. Speech and writing difficulties | AJN: Alzheimer's Disease |
| | 3. Disorientation | Part 1: "Coping with Confusion" |
| | 4. Difficulty walking | Part 2: "Discharge Planning" |
| | a. loss of balance | |
| | b. short steps | |
| | c. spacial disorientation | |
| | 5. Deterioration of mental function | PSU: "Someone I Once Knew" |
| | a. unable to make decisions | |
| | b. loses judgment ability | |

| Objectives | Course Content | Learning Activities |
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| | c. changes in behavior<br>(1) restless<br>(2) angry<br>(3) depressed<br>(4) irritable<br>6. Seizures<br>7. Coma<br>8. Death | Opportunities for Learning, Inc.:<br>"Alzheimer's Disease"<br>"Nursing Care of the Client with Alzheimer's Disease" |
| | F. Considerations for care<br>1. Assist to be as active as possible<br>2. Encourage in activities of daily living<br>3. Orient to reality<br>4. Protect from injury | Will and Eighmy Workbook: P. 134-136<br>Quiz/Test/Study Questions |
| | G. Nursing care<br>1. Maintain a calm consistent environment<br>2. Complete ADL at the same time each day | Caldwell and Hegner: P. 375-376<br>Quiz/Test/Study Questions |
| | 3. Use reality orientation | Discuss Sundowner's Syndrome. |
| | 4. Assign same caregivers to resident<br>5. Involve in simple, limited activities | "Special Care for Alzheimer Patients"<br>1988: P. 1-23<br>Alzheimer's Association |
| | 6. Follow routines<br>7. Provide patient and compassionate care<br>8. Support the family<br>9. Communicate with simple phrases<br>10. Don't pose questions or ask to make choices | Alzheimer's Disease: Teaching series for health care providers<br>PA Department of Aging 1988 |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| 14.14 Discuss disorders that cause confusion for residents. | XIV. Confusion<br>A. Symptom or side effect<br>B. Disorders causing confusion<br>1. Strokes<br>2. Arteriosclerosis<br>3. Dementia<br>4. Alzheimer's disease<br>5. Huntington's Chorea<br>6. Other causes<br>a. drug reactions<br>b. depression<br>c. environmental changes<br>d. vision and/or hearing loss<br>e. dehydration<br>f. poor nutrition<br>g. head injury<br>C. Condition can be permanent or temporary | Hogan and Sorrentino: P. 406-408<br>Sorrentino: P. 402-403<br>Badasch and Chesebro (1990): P. 302-305<br>Fasano: P. 228-231<br>Witmer: P. 238-239<br>Hegner and Caldwell: P. 467-474<br>Kalman and Waughfield: P. 188-209<br>Schniedman, et al.: P. 493-494 |
| | D. Reality Orientation includes:<br>1. Speaking clearly and slowly as you face the resident<br>2. Greeting the resident by name during each contact<br>3. Telling the resident your name<br>4. Explaining care prior to giving care<br>5. Frequently telling the resident the day, month, date and time<br>6. Giving short, simple instructions | Role play conversations using reality orientation skills. Have students use reflection to paraphrase and sharpen discussions. Practice using validation and empathic responses to guide and encourage the resident to verbalize thoughts and feelings. |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 7. Encouraging residents to wear glasses or hearing aids | Brainstorm and list other ways to orient the confused, elderly resident to reality. |
| | 8. Communicating with touch; clear and simple comments and questions | |
| | 9. Encouraging use of radio, television, newspapers and magazines | |
| | 10. Maintaining the residents routine | |
| | 11. Giving only one direction at a time | Hegner Workbook: P. 121-128<br>Quiz/Test/Study Questions |
| | 12. Keeping the environment calm and relaxed | |
| | 13. Providing clocks, calendars and bulletin boards to remind residents of time and activities | Badasch and Chesebro (1990): P. 306<br>Quiz/Test/Study Questions |
| | 14. Dressing residents during the day and assisting them to stay on a day night schedule | Fasano: P. 231-232<br>Quiz |
| | 15. Discussing current topics | |
| | 16. Reminiscing | |
| | 17. Showing resident self image in mirror | |
| 14.15 Identify basic skills the nurse aide will need to use when caring for residents with developmental disabilities. | XV. Developmental Disabilities<br>A. Four diagnosis<br>1. Mental retardation<br>2. Cerebral palsy<br>3. Epilepsy<br>4. Autism | Will and Eighmy: P. 319-326 |
| | B. Treatment skills | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 1. Treat the individual with respect and dignity<br>2. Encourage residents to:<br>a. make personal choices<br>b. do as much as possible for themselves<br>c. use age appropriate personal belongings<br>d. achieve their potential<br>e. interact with others | Review the legal definition for developmental disability as mandated by Congress in 1970 and revised in 1978 (Will and Eighmy: P. 319-320) |
| | 3. Do not<br>a. act as the resident's parent<br>b. create dependency<br>c. label or categorize residents<br>4. Provide privacy<br>5. Build the resident's self esteem | Will and Eighmy Workbook: P. 161-166<br>Quiz/Test/Study Questions |
| 14.16 Identify the basic skills needed to care for emotionally stressed residents. | XVI. Emotionally Stressed Residents<br>A. Assist all residents to cope<br>1. Listen to resident concerns | Caldwell and Hegner: P. 367 |
| | 2. Observe and report nonverbal messages | Johnson-Pawlson and Goodwin: P. 201-207 |
| | 3. Treat the resident with dignity and respect | Hegner and Caldwell: P. 173-179 |
| | 4. Attempt to understand behavior | Fasano: P. 232 |
| | 5. Be honest and trustworthy<br>6. Avoid arguing with residents<br>7. Attempt to locate source of resident stress<br>8. Support the resident's effort to deal with stress | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | B. Demanding residents<br>1. Attempt to discover factors responsible for behavior<br>2. Display a caring attitude<br>3. Listen to verbal and nonverbal messages<br>4. Give consistent care<br>5. Spend some time with the resident<br>6. Agree to return to see the resident at a specific time and keep your promise | Will and Eighmy: P. 66<br>Have the class discuss the many symptoms people refer to as senility.<br>Define senility. |
| | C. Agitated residents<br>1. Encourage to talk about fears<br>2. Remind resident of past ability to cope with change<br>3. Encourage to ask questions about concerns<br>4. Involve in activities that promote self esteem<br>5. Observe for safety and to prevent wandering away<br>6. Assign small tasks<br>7. Use reality therapy | Discuss mental health as a process of adaptability.<br>Role play situations in which residents show fear, frustration and anger, and how nurse aides should respond to these situations. |
| | D. Residents displaying paranoid thinking<br>1. Reassure the resident that you will provide for his or her safety<br>2. Realize behavior is based on fear | |

| Objectives | Course Content | Learning Activities |
|---|---|---|
| | 3. Avoid agreeing or disagreeing with comments | |
| | 4. Provide calm environment | |
| | 5. Involve in reality activities | |
| | E. Depression | Witmer: P. 239-240 |
| | 1. Listen to feelings | |
| | 2. Encourage the resident to reminisce | Discuss the term, apathy. |
| | 3. Involve in activities | |
| | 4. Encourage friends and family to visit | |
| | 5. Report changes in eating elimination, or sleeping patterns | |
| | 6. Avoid pitying the resident | |
| | 7. Help to focus on reality | |
| | 8. Monitor eating and drinking practices | Caldwell and Hegner: P. 375-376<br>Quiz/Test/Study Questions |
| | 9. Promote the resident's self concept | |
| | 10. Report observations to charge nurse | |
| | F. Combative Residents | Will and Eighmy: P. 65-66 |
| | 1. Display a calm manner | |
| | 2. Avoid touching the resident | |
| | 3. Provide privacy for out of control residents | Vitale and Nugent: P. 199-208<br>Quiz/Test/Study Questions |
| | 4. Secure help if necessary | |
| | 5. Do not ignore threats | |
| | 6. Protect yourself from harm | |
| | 7. Listen to verbal aggression without argument | |

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32. Career Aids Division Opportunities for Learning, Inc. Health series [Disk(s) with Classroom Management]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

33. Career Aids Division Opportunities for Learning, Inc. High blood pressure [1 Filmstrip, 1 58" x 22" Display]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

34. Career Aids Division Opportunities for Learning, Inc. The Human body: An overview [2 Disks]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

35. Career Aids Division Opportunities for Learning, Inc. Human body series [18 Titles on 18 Filmstrips]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

36. Career Aids Division Opportunities for Learning, Inc. The Human systems - Series I, II, III [1 Disk]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

37. Career Aids Division Opportunities for Learning, Inc. Introduction to medical terminology [2 Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

38. Career Aids Division Opportunities for Learning, Inc. Living with cancer [1 Full-Motion Video]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

39. Career Aids Division Opportunities for Learning, Inc. Living with dying [2 filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

40. Career Aids Division Opportunities for Learning, Inc. Nursing care of the client with alzheimer's disease [1 Disk]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

41. Career Aids Division Opportunities for Learning, Inc. Nursing staff oral communications [1 Filmstrip with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

42. Career Aids Division Opportunities for Learning, Inc. The Nursing team and the law [1 Filmstrip with Cassette]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

43. Career Aids Division Opportunities for Learning, Inc. Nutrition [1 Color Filmstrip with Cassette]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

44. Career Aids Division Opportunities for Learning, Inc. Nutrition transparencies [20 Transparencies]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

45. Career Aids Division Opportunities for Learning, Inc. Our human brain: A grand tour [2 Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

46. Career Aids Division Opportunities for Learning, Inc. The Nuts and bolts of nutrition: Basic nutrition [1 Video from Filmstrip]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

47. Career Aids Division Opportunities for Learning, Inc. Obesity series [Organ Models, 1 58" x 22" Display]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

48. Career Aids Division Opportunities for Learning, Inc. The Right to die [1 Filmstrip with Cassette]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

49. Career Aids Division Opportunities for Learning, Inc. Sterilization technique [5 Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

50. Career Aids Division Opportunities for Learning, Inc. Systems of the body [4 Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

51. Career Aids Division Opportunities for Learning, Inc. Understanding diabetes [1 Filmstrip with Cassette or 1 16-Minute Video-from-Filmstrip]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

52. Career Aids Division Opportunities for Learning, Inc. Vital signs [8 Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

53. Career Aids Division Opportunities for Learning, Inc. Vitamin basics [2 Color Filmstrips with Cassettes or 1 Video from Filmstrip]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

54. Career Aids Division Opportunities for Learning, Inc. The Young and the old: A sourcebook on aging. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

55. Career Aids Division Opportunities for Learning, Inc. Your body video series [Filmstrips with Cassettes]. Multimedia Materials for Nursing & Health Education, 1990 Catalog.

Medcom Inc.
P.O. Box 3225
Garden Grove, CA 92642
1-800-877-1443

1. Medcom, Inc.. (1988). AIDS - part II: Infection control [Film]. Garden Grove, CA: Health Education Video Programs. 30:30 min.

2. Medcom, Inc. (1986). A second chance for life [Film]. Garden Grove, CA: Health Education Video Programs. 18:45 min.

3. Medcom, Inc. (1985). Assisting with a physical examination [Film]. Garden Grove, CA: health Education Video Programs. 13:38 min.

4. Medcom, Inc. (1988). Bed bath [Film]. Garden Grove, CA: Health Education Video Programs. 21:43 min.

5. Medcom, Inc. (1988). Bedmaking [Film]. Garden Grove, CA: Health Education Video Programs. 18:34 min.

6. Medcom, Inc. (1985). Blood pressure [Film]. Garden Grove, CA: Health Education Video Programs. 16:20 min.

7. Medcom, Inc. (1985). Body mechanics [Film]. Garden Grove, CA: Health Education Video Programs. 13:56 min.

8. Medcom, Inc. (1985). Bowel and bladder management [Film]. Garden Grove, CA: Health Education Video Programs. 12:00 min.

9. Medcom, Inc. (1982). Bowel elimination: Guidelines for nursing care [Film]. Garden Grove, CA: Health Education Video Programs. 17:01 min.

10. Medcom, Inc. (1983). Cerebral vascular accident (CVA) series [Film]. Garden Grove, CA: Health Education Video Programs. 16:02-29:44 min.

11. Medcom, Inc. (1988). Cleansing enema [Film]. Garden Grove, CA: Health Education Video Programs. 21:24 min.

12. Medcom, Inc. (1988). Current infection control guidelines for healthcare professionals [Film]. Garden Grove, CA: Health Education Video Programs. 22:04 min.

13. Medcom, Inc. (1984). Disaster preparedness [Film]. Garden Grove, CA: Health Education Video Programs. 20:54 min.

14. Medcom, Inc. (1984). Disinfection, sterilization and asepsis [Film]. Garden Grove, CA: Health Education Video Programs. 20:56 min.

15. Medcom, Inc. (1990). Elimination, specimen collection and urinary care [Film]. Garden Grove, CA: Health Education Video Programs. 33:57 min.

16. Medcom, Inc. (1990). Exercise techniques [Film]. Garden Grove, CA: Health Education Video Programs. 16:21 min.

17. Medcom, Inc. (1985). Feeding the patient [Film]. Garden Grove, CA: Health Education Video Programs. 14:01 min.

18. Medcom, Inc. (1986). How to work all day without hurting your back [Film]. Garden Grove, CA: Health Education Video Programs. 26:52 min.

19. Medcom, Inc. (1990). Infection control techniques [Film]. Garden Grove, CA: Health Education Video Programs. 14:41 min.

20. Medcom, Inc. (1985). Intake and output [Film]. Garden Grove, CA: Health Education Video Programs. 13:43 min.

21. Medcom, Inc. (1984). Isolation precautions [Film]. Garden Grove, CA: Health Education Video Programs. 19:30 min.

22. Medcom, Inc. (1990). Lifting and moving techniques [Film]. Garden Grove, CA: Health Education Video Programs. 14:27 min.

23. Medcom, Inc. (1985). Lifting and moving the patient [Film]. Garden Grove, CA: Health Education Video Programs. 17:04 min.

24. Medcom, Inc. (1986). Living with a pacemaker [Film]. Garden Grove, CA: Health Education Video Programs. 13:10 min.

25. Medcom, Inc. (1984). Local application of heat and cold [Film]. Garden Grove, CA: Health Education Video Programs. 21:32 min.

26. Medcom, Inc. (1990). Measuring pulse *respirations* blood pressure [Film]. Garden Grove, CA: Health Education Video Programs. 13:45 min.

27. Medcom, Inc. (1990). Measuring temperature [Film]. Garden Grove, CA: Health Education Video Programs. 16:33 min.

28. Medcom, Inc. (1990). Measuring weight [Film]. Garden Grove, CA: Health Education Video Programs. 12:43 min.

29. Medcom, Inc. (1988). Medical asepsis [Film]. Garden Grove, CA: Health Education Video Programs. 17:36 min.

30. Medcom, Inc. (1987). Meeting mobility, sexual and nutritional needs [Film]. Garden Grove, CA: Health Education Video Programs. 34:51 min.

31. Medcom, Inc. (1990). Positioning techniques [Film]. Garden Grove, CA: Health Education Video Programs. 13:35 min.

32. Medcom, Inc. (1990). Oral care techniques [Film]. Garden Grove, CA: Health Education Video Programs. 12:28 min.

33. Medcom, Inc. (1985). Perineal care [Film]. Garden Grove, CA: Health Education Video Programs. 13:16 min.

34. Medcom, Inc. (1985). Positioning to prevent complications [Film]. Garden Grove, CA: Health Education Video Programs. 16:35 min.

35. Medcom, Inc. (1988). Principles of infection control [Film]. Garden Grove, CA: Health Education Video Programs. 21:00 min.

36. Medcom, Inc. (1984). Principles of prevention [Film]. Garden Grove, CA: Health Education Video Programs. 25:26 min.

37. Medcom, Inc. (1988). Spinal cord injury [Film]. Garden Grove, CA: Health Education Video Programs. 31:48 min.

38. Medcom, Inc. (1990). Techniques in bathing [Film]. Garden Grove, CA: Health Education Video Programs. 36:42 min.

39. Medcom, Inc. (1990). Techniques in bedmaking [Film]. Garden Grove, CA: Health Education Video Programs. 15:17 min.

40. Medcom, Inc. (1990). Techniques in personal care [Film]. Garden Grove, CA: Health Education Video Programs. 21:44 min.

41. Medcom, Inc. (1990). Techniques in toileting and personal care [Film]. Garden Grove, CA: Health Education Video Programs. 18:35 min.

42. Medcom, Inc. (1985). Temperature, pulse, respiration [Film]. Garden Grove, CA: Health Education Video Programs. 19:00 min.

43. Medcom, Inc. (1983). The elderly [Film]. Garden Grove, CA: Health Education Video Programs. 16:57 min.

44. Medcom, Inc. (1983). The hospice concept [Film]. Garden Grove, CA: Health Education Video Programs. 16:40 min.

45. Medcom, Inc. (1982). The indwelling catheter: Guidelines for nursing care [Film]. Garden Grove, CA: Health Education Video Programs. 19:07 min.

46. Medcom, Inc. (1979). The use of stretchers [Film]. Garden Grove, CA: Health Education Video Programs. 13:56 min.

47. Medcom, Inc. (1985). Transfer activities and ambulation [Film]. Garden Grove, CA: Health Education Video Programs. 14:18 min.

48. Medcom, Inc. (1990). Transfer techniques [Film]. Garden Grove, CA: Health Education Video Programs. 21:22 min

49. Medcom, Inc. (1988). Urinary care [Film]. Garden Grove, CA: Health Education Video Programs. 21:44 min.

50. Medcom, Inc. (1984). Using electrical equipment [Film]. Garden Grove, CA: Health Education Video Programs. 16:16 min.

Penn State Audio-Visual Services
Special Services Building
University Park, PA 16802

1. The Pennsylvania State University. (1979). Aging: The losses [Film]. 29 min.
2. The Pennsylvania State University. (1987). Aids: What everyone needs to know [Film]. 19 min.
3. The Pennsylvania State University. (1972). The art of age [Film]. 27 min.
4. The Pennsylvania State University. (1987). Arthritis: riddle of the joints [Film]. 58 min.
5. The Pennsylvania State University. (1982). Brittle bones [Film]. 22 min.
6. The Pennsylvania State University. (1987). Caring for the elderly [Videotape]. 19 min.
7. The Pennsylvania State University. (1988). Cell biology: The living cell [Film]. 14 min.
8. The Pennsylvania State University. (1988). Choking: To save a life [Film]. 11 min.
9. The Pennsylvania State University. (1980). Coping with serious illness, facing death [Film]. 30 min.
10. The Pennsylvania State University. (1980). Coping with serious illness, pain [Film]. 26 min.
11. The Pennsylvania State University. (1976). Death: Coping with loss [Film]. 19 min.
12. The Pennsylvania State University. (1980). Death and dying [Videotape]. 59 min.
13. The Pennsylvania State University. (1986). Depression: Dark side of the blues [Film]. 25 min.
14. The Pennsylvania State University. (1980). Diabetes: Focus on feelings [Film]. 23 min.
15. The Pennsylvania State University. (1978). A dose of reality [Film]. 16 min.
16. The Pennsylvania State University. (1975). Dying [Film]. 98 min.
17. The Pennsylvania State University. (1975). Everybody rides the carousel [Film]. 73 min.
18. The Pennsylvania State University. (1978). Explosions in the mind: Strokes [Film]. 54 min.
19. The Pennsylvania State University. (1974). The faces of "A" wing [Film or Videotape]. 58 min.
20. The Pennsylvania State University. (1975). The final proud days of Elsie Wurster [Film or Videotape]. 58 min.
21. The Pennsylvania State University. (1985). Flexercise [Videotape]. 23 min.
22. The Pennsylvania State University. (1978). Hospice [Film or Videotape]. 13 min.

23. The Pennsylvania State University. (1977). Hospitals don't burn down [Film]. 23 min.

24. The Pennsylvania State University. (1979). Hospital safety [Film]. 14 min.

25. The Pennsylvania State University. (1979). Interview with a dying patient [Videotape]. 44 min.

26. The Pennsylvania State University. (1980). The last days of living [Film]. 58 min.

27. The Pennsylvania State University. (1982). Learning about stroke [Film]. 19 min.

28. The Pennsylvania State University. (1985). The living body: 25-Aging [Film or Videotape] 27 min.

29. The Pennsylvania State University. (1982). Living in a nightmare [Film or Videotape]. 25 min.

30. The Pennsylvania State University. (1976). The long valley: A study of bereavement [Film]. 59 min.

31. The Pennsylvania State University. (1973). Make a wish [Film].5 min.

32. The Pennsylvania State University. (1986). Managing our miracles: Health care in America - final choices [Videotape]. 60 min.

33. The Pennsylvania State University. (1980). The mind: Aging [Film]. 60 min.

34. The Pennsylvania State University. (1973). Not without sight [Film]. 19 min.

35. The Pennsylvania State University. (1978). Nutrition in aging [Videotape]. 42 min.

36. The Pennsylvania State University. (1984). Nutrition for better health [Film]. 14 min.

37. The Pennsylvania State University. (1974). On death and dying [Film]. 40 min.

38. The Pennsylvania State University. (1985). Ready or not, here I come [Videotape]. 50 min.

39. The Pennsylvania State University. (1974). The right to die [Film]. 51 min.

40. The Pennsylvania State University. (1979). Selecting an adequate diet [Videotape]. 47 min.

41. The Pennsylvania State University. (1974). Sensory deprivation and the elderly [Videotape]. 120 min.

42. The Pennsylvania State University. (1982). Someone I once knew [Film or Videotape]. 32 min.

43. The Pennsylvania State University. (1970). Until I die [Film]. 29 min.

44. The Pennsylvania State University. (1980). What do you see, nurse? [Film or Videotape]. 12 min.

45. The Pennsylvania State University. (1980). You are old, Father William [Film]. 52 min.

# APPENDIX A

# SUGGESTED TIME SCHEDULE

## SUGGESTED TIME SCHEDULE

| | | 75 hours | | 120 hours | | 240 hours | |
|---|---|---|---|---|---|---|---|
| Section One: Role and Function | | Classroom | Clinical | Classroom | Clinical | Classroom | Clinical |
| Unit 1 | Introduction to Health Care | 2 | 0 | 3 | 0 | 6 | 0 |
| Unit 2 | Communications | 3 | 1 | 5 | 2 | 10 | 4 |
| Unit 3 | Infection Control | 2 | 2 | 3.5 | 3 | 7 | 6 |
| Unit 4 | Emergency and Disaster Procedures | 3 | 2 | 5 | 3 | 10 | 6 |
| Unit 5 | Ethical and Legal Responsibilities | 1.5 | 0 | 2.5 | 0 | 5 | 0 |
| Section Two: Personal Care and Basic Nursing Skills | | | | | | | |
| Unit 6 | Nutrition | 3.5 | 2 | 5 | 3 | 10 | 6 |
| Unit 7 | Common Diseases and Conditions of Body Systems | 5 | 0 | 8 | 0 | 16 | 0 |
| Unit 8 | The Resident's Environment | 1.5 | 1 | 2 | 2 | 4 | 4 |
| Unit 9 | Personal Care and Grooming | 3 | 8 | 5 | 13 | 10 | 26 |
| Unit 10 | Basic Nursing Skills | 1.5 | 5 | 3 | 8 | 6 | 16 |
| Unit 11 | Resident Care Procedures | 3 | 8 | 5 | 12 | 10 | 24 |
| Unit 12 | Death and Dying | 2 | 1 | 3 | 2 | 6 | 4 |
| Section Three: Restorative Care | | | | | | | |
| Unit 13 | Rehabilitation | 3 | 8 | 5 | 12 | 10 | 24 |
| Section Four: Mental Health and Social Service Needs | | | | | | | |
| Unit 14 | Psychological Affects of Aging | 3 | 0 | 5 | 0 | 10 | 0 |
| TOTAL | Classroom and Clinical hours | 37 | 38 | 60 | 60 | 120 | 120 |

# APPENDIX B

# PERFORMANCE CHECKLISTS
# INDEX

## Nurse Aide Curriculum

## Performance Checklists

## Index

**Performance Checklist Number**

### Section One: Role and Function

- Unit 1 Introduction to Health Care
    - None
- Unit 2 Communications
    - Documentation on the Resident's Record 1
- Unit 3 Infection Control
    - Handwashing 2
    - Terminal Cleaning of the Resident Unit 3
    - Wearing a Face Mask 4
    - Wearing an Isolation Gown 5
    - Removing Contaminated Disposable Gloves 6
    - Disposing of Equipment from the Isolation Unit 7
    - Specimen Collection in the Isolation Unit 8
- Unit 4 Emergency and Disaster Procedures
    - Applying Wrist and Ankle Restraints 9
    - Applying Mitt Restraints 10
    - Applying a Jacket Restraint 11
    - Applying a Safety Belt 12
- Unit 5 Ethical and Legal Responsibilities
    - None

### Section Two: Personal Care and Basic Nursing Skills

- Unit 6 Nutrition
    - Feeding a Resident 13
    - Serving Supplementary Nourishments 14
    - Providing Fresh Drinking Water 15
- Unit 7 Common Diseases and Conditions of Body Systems
    - None
- Unit 8 The Resident's Environment
    - Making a Closed Bed 16
    - Opening a Closed Bed 17
    - Making an Occupied Bed 18

Performance Checklist Number

Unit 9 Personal Care and Grooming

Assisting With Oral Hygiene 19
Providing Oral Hygiene for the Unconscious Resident 20
Assisting With Denture Care 21
Cleaning and Trimming the Nails 22
Assist the Resident With Shaving 23
Care of the Hair 24
Shampooing a Resident's Hair 25
Dressing and Undressing the Resident 26
Complete Bed Bath 27
Tub Bath or Shower 28
Perineal Care 29
Giving a Back Rub 30

Unit 10 Basic Nursing Skills

Measuring an Oral Temperature (Glass Thermometer) 31
Measuring a Rectal Temperature (Glass Thermometer) 32
Measuring Temperature (Electronic Thermometer) 33
Counting the Radial Pulse Rate 34
Counting Respirations 35
Measuring Blood Pressure 36
Height and Weight 37
Measuring and Recording Fluid Intake and Output 38

Unit 11 Resident Care Procedures

Assist With Use of Bathroom 39
Assist With Use of Bedside Commode 40
Assist With Use of Bedpan 41
Assist With Use of Urinal 42
Providing Catheter Care 43
Emptying a Urine Drainage Bag 44
Collecting a Routine Urine Specimen 45
Testing Urine for Sugar 46
Testing Urine for Acetone 47
Collecting a Stool Specimen 48
Administering a Cleansing Enema 49
Heat or Cold Applications 50
Applying a Nonsterile Dressing 51
Assisting With a Physical Examination 52

Unit 12 Death and Dying

Postmortem Care 53

## Section Three: Restorative Care

Unit 13 Rehabilitation

Assisting to Ambulate Using a Cane or Walker 54
Using a Mechanical Lift 55
Range of Motion Exercises 56
Assist the Resident to Dangle, Stand and Walk 57

| | **Performance Checklist Number** |
|---|---|
| Moving the Resident Up in Bed | 58 |
| Moving the Resident Up in Bed Using a Turning Sheet | 59 |
| Turning the Resident Toward You | 60 |
| Bed to Chair Transfer | 61 |

## Section Four: Mental Health and Social Service Needs

Unit 14 Psychological Affects of Aging
None

# APPENDIX C

## TASK CHECKLIST SUMMARY

## PERFORMANCE CHECKLISTS

## Nurse Aide Curriculum

## Task Checklist Summary

Name: ______________________________ Date: ____________________

Social Security Number: ____________________

Upon completion of the Nurse Aide Course all information should be completed.

| | |
|---|---|
| Column A: | Date taught |
| Column B: | Date of return demonstration |
| Column C: | Satisfactory/Unsatisfactory/No opportunity |
| Column D: | Instructor's Initials |

| A | B | C | D | Task List |
|---|---|---|---|---|
| | | | | SECTION ONE Role and Function |
| | | | | 1. Explains the nurse aide job description |
| | | | | 2. Identifies the functions of the nurse aide in providing resident care |
| | | | | 3. Exhibits positive personal qualities and characteristics |
| | | | | 4. Maintains acceptable personal hygiene |
| | | | | 5. Exhibits appropriate dress practices |
| | | | | 6. Functions as a team member |
| | | | | 7. Plans and prioritizes work assignments |
| | | | | 8. Differentiates between the various types of health care facilities and agencies |
| | | | | 9. Identifies the organizational structure of the long-term care facility |
| | | | | 10. Explains the mission statement of the facility |
| | | | | 11. Locates the policy and procedure manuals |
| | | | | 12. Identifies organizations and agencies that support or assist the aging |
| | | | | 13. Demonstrates effective communication skills |
| | | | | 14. Identifies barriers to effective communications |
| | | | | 15. Answers the telephone and handles messages in an appropriate manner |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 16. Demonstrates the ability to use verbal and nonverbal skills effectively to communicate with<br>aphasic |
| | | | | vision impaired |
| | | | | hearing impaired |
| | | | | depressed residents |
| | | | | confused residents |
| | | | | 17. Communicates according to residents stage of development |
| | | | | 18. Uses senses to report resident information |
| | | | | 19. Documents information on the residents record according to charting guidelines and facility policies and procedures |
| | | | | 20. Reports all unusual observations to the charge nurse |
| | | | | 21. Practices medical asepsis to control the spread of infection |
| | | | | 22. Cleans, disinfects and sterilizes equipment |
| | | | | 23. Washes hands using appropriate technique before and after care of each resident |
| | | | | 24. Demonstrates terminal cleaning of the Resident Unit |
| | | | | 25. Handles linen according to guidelines |
| | | | | 26. Demonstrates appropriate isolation techniques when caring for infectious residents |
| | | | | 27. Wears a face mask |
| | | | | 28. Wears an isolation gown |
| | | | | 29. Wears disposable gloves and removes in proper manner |
| | | | | 30. Practices double-bagging isolation equipment |
| | | | | 31. Collects specimens following isolation precautions |
| | | | | 32. Adheres to general safety rules |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 33. Applies wrist and ankle restraints |
| | | | | 34. Applies mitt restraints |
| | | | | 35. Applies a jacket restraint |
| | | | | 36. Applies a safety belt |
| | | | | 37. Practices good personal body mechanics |
| | | | | 38. Identifies fire safety activities and fire hazards |
| | | | | 39. Demonstrates the use of fire extinguishers |
| | | | | 40. Identifies precautions to follow when oxygen is in use |
| | | | | 41. Participates in disaster drills |
| | | | | 42. Assists with emergency treatment of a choking resident |
| | | | | 43. Demonstrates the Heimlich maneuver |
| | | | | 44. Attains proficiency in CPR (BLS certification) |
| | | | | 45. Identifies responsibilities in assisting with<br>convulsive disorders |
| | | | | loss of consciousness |
| | | | | shock |
| | | | | hemorrhage |
| | | | | 46. Practices reporting emergencies |
| | | | | 47. Demonstrates ethical behavior |
| | | | | 48. Identifies and respects confidential information |
| | | | | 49. Protects the resident's privacy |
| | | | | 50. Demonstrates an understanding of legal responsibilities |
| | | | | 51. Performs only acts within the nurse aides scope of practice for which he/she has been trained |
| | | | | 52. Explains the resident's Bill of Rights |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 53. Supports the resident's right to make personal choices to accommodate individual needs |
| | | | | 54. Identifies resident before doing procedures |
| | | | | 55. Explains procedures prior to doing them |
| | | | | 56. Restrains residents only when ordered by a physician and only when absolutely necessary |
| | | | | 57. Treats residents with respect |
| | | | | 58. Reports any suspected abuse, neglect or mistreatment |
| | | | | 59. Assists in resolving grievances |
| | | | | 60. Promotes care and security of resident's personal possessions |
| | | | | 61. Includes family members in activities |
| | | | | SECTION TWO Personal Care and Basic Nursing Skills<br>62. Identifies cultural variations in diet |
| | | | | 63. Respects dietary practices by various religious denominations |
| | | | | 64. Explains the major classification of nutrients |
| | | | | 65. Reads the instructions for special diets and checks therapeutic diets for accuracy prior to serving residents |
| | | | | 66. Provides adaptive devices to assist resident when eating |
| | | | | 67. Identifies alternate methods of feeding |
| | | | | 68. Prepares residents for meals |
| | | | | 69. Creates a pleasant environment at mealtime |
| | | | | 70. Demonstrates feeding a resident |
| | | | | 71. Serves supplementary nourishments |
| | | | | 72. Provides fresh drinking water |
| | | | | 73. Describes the relationship between cells, tissues, organs and systems of the body |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 74. Identifies body organs and systems |
| | | | | 75. Recognizes basic structure and function of body systems |
| | | | | 76. Explains common disorders of the body systems |
| | | | | 77. Recognizes changes that occur in each body system with aging |
| | | | | 78. Identifies observations that indicate a disorder in a body system |
| | | | | 79. Documents abnormal signs and symptoms accurately |
| | | | | 80. Explains pacemaker therapy |
| | | | | 81. Recognizes the seven early warning signs of cancer |
| | | | | 82. Describes cancer treatment, emotional effects and care |
| | | | | 83. Identifies the resident's need for a clean and comfortable environment |
| | | | | 84. Adjusts lighting to resident's needs |
| | | | | 85. Reports any signs of insects or pests |
| | | | | 86. Identifies and reports unsafe conditions |
| | | | | 87. Controls odors and noise |
| | | | | 88. Provides for ventilation and adjusts temperature for comfort |
| | | | | 89. Arranges furniture, equipment and personal items to accommodate the residen |
| | | | | 90. Demonstrates the use of controls to adjust bed positions |
| | | | | 91. Demonstrates use of call system |
| | | | | 92. Prepares soiled linen for laundry |
| | | | | 93. Makes a closed bed |
| | | | | 94. Opens a closed bed |
| | | | | 95. Makes an occupied bed |
| | | | | 96. Identifies factors that affect hygiene practices |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | | |
|---|---|---|---|---|---|
| | | | | 97. | Encourages the resident to be as independent as possible |
| | | | | 98. | Promotes self esteem |
| | | | | 99. | Assists the resident with oral hygiene |
| | | | | 100. | Provides oral hygiene for the unconscious resident |
| | | | | 101. | Assists with denture care |
| | | | | 102. | Cleans and trims the residents nails |
| | | | | 103. | Assists the resident with shaving using a safety razor or electric shaver |
| | | | | 104. | Provides hair care |
| | | | | 105. | Shampoos the resident's hair |
| | | | | 106. | Assists to dress and undress |
| | | | | 107. | Gives a complete bed bath |
| | | | | 108. | Assists with tub bath or shower |
| | | | | 109. | Provides perenial care |
| | | | | 110. | Demonstrates a back rub |
| | | | | 111. | Practices measures to prevent decubitus ulcers<br>Identifies areas where pressure sores could occur |
| | | | | | Keeps skin clean and dry |
| | | | | | Repositions resident at least every two hours |
| | | | | | Reports changes in their condition immediately |
| | | | | | Provides skin care as directed |
| | | | | 112. | Practices safety at all times |
| | | | | 113. | Reports unusual observations when performing personal care for residents |
| | | | | 114. | Measures an oral temperature using a glass thermometer |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 115. Measures a rectal temperature using a glass thermometer |
| | | | | 116. Measures temperature using an electronic thermometer |
| | | | | 117. Reads a glass thermometer |
| | | | | 118. Explains measuring an axillary temperature |
| | | | | 119. Measures and records a radial pulse |
| | | | | 120. Locates sites for taking a pulse |
| | | | | 121. Counts and records respirations |
| | | | | 122. Measures and records blood pressure |
| | | | | 123. Measures and records height and weight |
| | | | | 124. Measures and records intake and output |
| | | | | 125. Assists the resident to use the bathroom |
| | | | | 126. Assists the resident to use a bedside commode |
| | | | | 127. Assists the resident to use a bedpan |
| | | | | 128. Assists the resident with use of a urinal |
| | | | | 129. Provides catheter care |
| | | | | 130. Demonstrates emptying a urinary drainage bag |
| | | | | 131. Collects a routine urine specimen |
| | | | | 132. Explains a clean catch urine specimen |
| | | | | 133. Explains a 24 hour urine specimen |
| | | | | 134. Explains a fractional urine specimen |
| | | | | 135. Tests urine for acetone |
| | | | | 136. Tests urine for sugar |
| | | | | 137. Collects a stool specimen |
| | | | | 138. Administers a cleansing enema |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | 139. Applies heat applications |
| | | | | 140. Applies cold applications |
| | | | | 141. Assists with a physical examination |
| | | | | 142. Applies a nonsterile dressing |
| | | | | 143. Identifies and explains positioning techniques |
| | | | | 144. Identifies the special needs of a dying resident |
| | | | | 145. Explains the nurse aide's role in relationship to the needs of the dying |
| | | | | 146. Describes the psychological stages of grief/loss/death |
| | | | | 147. Recognizes the signs of approaching death |
| | | | | 148. Respects the resident's religious beliefs |
| | | | | 149. Considers the family and attempts to meet their needs, as they encounter the dying process |
| | | | | 150. Demonstrates postmortem care |
| | | | | 151. Describes the hospice philosophy |
| | | | | SECTION THREE Restorative Care |
| | | | | 152. Explains methods used for bowel and bladder training |
| | | | | 153. Recognizes and provides for exercise needs |
| | | | | 154. Identifies ways to assist the disabled with ADL |
| | | | | 155. Assists to ambulate using a cane or walker |
| | | | | 156. Demonstrates use of a mechanical lift |
| | | | | 157. Performs range of motion exercises |
| | | | | 158. Assists with care of prosthetic devices<br>artificial eye |
| | | | | eyeglasses |
| | | | | contact lenses |
| | | | | hearing aids |

Column A: Date taught
Column B: Date of return demonstration
Column C: Satisfactory/Unsatisfactory/No opportunity
Column D: Instructor's Initials

| A | B | C | D | |
|---|---|---|---|---|
| | | | | braces |
| | | | | artificial limbs |
| | | | | breast forms |
| | | | | 159. Instructs others in the use of good body mechanics |
| | | | | 160. Assists to dangle, stand and walk |
| | | | | 161. Provides cast care |
| | | | | 162. Moves the resident up in bed |
| | | | | 163. Uses a turning sheet to move the resident |
| | | | | 164. Turns the resident in bed |
| | | | | 165. Repositions in chairs or wheelchairs at least every two hours |
| | | | | 166. Transfers from bed to chair |
| | | | | SECTION FOUR Mental Health and Social Service Needs<br>167. Explains ways to meet human needs |
| | | | | 168. Modifies behavior in response to residents behavior |
| | | | | 169. Identifies developmental tasks of aging |
| | | | | 170. Teaches and encourages selfcare based on resident capabilities |
| | | | | 171. Practices behavior modification skills |
| | | | | 172. Encourages age appropriate behavior for all residents |
| | | | | 173. Uses the family to support the resident emotionally |
| | | | | 174. Identifies the ways that age, illness and disability affect sexuality |
| | | | | 175. Lists symptoms displayed by residents with dementia |
| | | | | 176. Explains the care needs of a person with Alzheimer's disease |
| | | | | 177. Demonstrates the use of reality orientation skills |
| | | | | 178. Identifies the skills needed to care for emotionally stressed residents |
| | | | | 179. Assists the developmentally disabled to do as much as possible for themselves |

Number 1

Procedure: Documentation on the Resident's Record

To be completed by student:

Name:______________________________ Social Security Number:____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice________________________

Equipment: Resident's record, pen for recording, notes you have made on resident for charting.

______ 1. Check for right resident, right record and right room.

______ 2. Review each form for identifying information and complete as necessary.

______ 3. Date and time each entry.

______ 4. Record care as soon as possible after event.

______ 5. Use correct color of ink.

______ 6. Document according to facility policy.

______ 7. Record entries in proper time sequence.

______ 8. Make entries brief, objective and accurate.

______ 9. Spell each word correctly.

______ 10. Print or write legibly.

______ 11. Leave no blank spaces or lines between entries.

______ 12. Sign each entry with first initial, last name and title.

______ 13. Correct errors according to facility policy.

______ 14. Place lab reports on proper sheet.

______ 15. Complete other forms as directed.
graphic sheets
intake and output records
diabetic urine testing records
flow sheets

______ 16. Use only abbreviations approved for use by the facility.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 2

Procedure: Handwashing

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ______________

Equipment: Soap dispenser, sink, running water, paper towels, waste container

_____ 1. Assemble equipment.

_____ 2. Turn faucet on with dry paper towel.

_____ 3. Adjust water temperature until it is warm.

_____ 4. Discard paper towel in waste container.

_____ 5. Wet hands with the fingertips pointed downward.

_____ 6. Apply soap and use friction.

_____ 7. Lather well, keeping hands lower than elbows.

_____ 8. Rub the hands together in a circular motion for one full minute.

_____ 9. Clean under your nails by rubbing against palms.

_____ 10. Wash two inches above your wrists.

_____ 11. Rinse the hands with running water.

_____ 12. Dry hands thoroughly with paper towel.

_____ 13. Turn faucet off with paper towel.

_____ 14. Discard paper towel in waste container.

Comments:

Student's signature ______________________ Date ______________

Instructor's signature ______________________ Date ______________

Number 3

Procedure: Terminal Cleaning of the Resident Unit

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Basin/Bucket of warm water, cleaning cloths, disinfectant solution, laundry hamper, plastic bags

Note: Procedure may be delegated to housekeeping, but can be adapted for any health care setting.

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Remove all disposable material and place it in plastic bags to be thrown away. Bag and label any items that may later be claimed by the resident or family, and give to your charge nurse.

______ 4. Remove all basic equipment from the bedside stand and clean/disinfect or sterilize according to facility policy.

______ 5. Wash any special equipment with disinfectant solution and return to the proper area.

______ 6. Strip soiled linen from the bed and place in the laundry hamper.

______ 7. Wash plastic cover on mattress and pillow with disinfectant solution.

______ 8. Wash bed frame with disinfectant solution.

______ 9. Wash over bed table and bedside stand with disinfectant solution.

______ 10. Damp dust light fixture, call signal, telephone, chairs and windowsills with disinfectant solution.

______ 11. Place clean equipment in bedside stand and stock according to facility policy.

______ 12. Air bed to be sure all moisture has evaporated.

______ 13. Remake bed according to facility procedure.

______ 14. Place bed in lowest horizontal position.

_____ 15. Place furniture in proper position.

_____ 16. Check call signal, telephone and light bulbs to make sure all are in working order.

_____ 17. Line the wastebasket with a new plastic bag.

_____ 18. Check the side rails on the bed to be sure they are securely attached and leave in down position.

_____ 19. Leave the unit orderly.

_____ 20. Return cleaning supplies to proper area.

_____ 21. Wash hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 4

Procedure: Wearing a Face Mask

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Disposable face mask

______ 1. Wash your hands

______ 2. Pick mask up by upper ties and avoid touching the portion that will cover your face.

______ 3. Adjust the mask over your nose and mouth.

______ 4. Place upper strings over ears and tie at back of head in a bow.

______ 5. Tie lower strings in a bow at back of neck.

______ 6. Replace mask if it becomes moist or contaminated.

______ 7. Wash hands prior to removal of mask.

______ 8. Untie the lower strings.

______ 9. Untie the upper strings and remove the mask by holding the top strings.

______ 10. Bring the strings together and discard the mask in the wastebasket.

______ 11. Wash your hands.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 5

Procedure: Wearing an Isolation Gown

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Isolation gown

Putting on an isolation gown

______ 1. Wash your hands.

______ 2. Roll uniform sleeves above elbows, if wearing a long-sleeve uniform.

______ 3. Put on cover gown by slipping arms into sleeves.

______ 4. Slip fingers under inside neckband and grasp ties in the back.

______ 5. Tie in bow or fasten velcro strip.

______ 6. Grasp the edges of the gown and pull to back.

______ 7. Overlap the edges, closing the opening so that the uniform is completely covered.

______ 8. Tie waist strings in a bow or fasten velcro strip.

Removing an isolation gown

______ 1. Undo the waist strings and loosen the gown.

______ 2. Wash your hands.

______ 3. Undo the neck strings.

______ 4. Slip the fingers of the right hand inside the left cuff without touching the outside of the gown.

______ 5. Pull gown down over left hand.

______ 6. Pull the gown down over the right hand, with the gown covered left hand.

______ 7. Remove the gown by rolling it in a ball, contaminated side inward.

______ 8. Dispose of gown in hamper or trash container.

______ 9. Wash your hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 6

Procedure: Removing Contaminated Disposable Gloves

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________

Equipment: Contaminated disposable gloves

_____ 1. Place soiled gloved fingers of the dominant hand under the cuff of the glove on the opposite hand.

_____ 2. Use care to touch only the glove.

_____ 3. Pull the glove on the opposite hand down over the fingers until the thumb is exposed.

_____ 4. Put the uncovered thumb inside the cuff of the dominant hand, while allowing the glove covered fingers of the opposite hand to touch only the outside portion of the soiled glove.

_____ 5. Pull the glove down over the dominant hand almost to the fingertips and slip the glove on to the opposite hand.

_____ 6. Using the dominant hand to touch only the inside of the opposite glove, continue to pull the opposite glove over the dominant glove until only the clean surface is exposed.

_____ 7. Follow agency policy for disposal of gloves in proper receptacle.

_____ 8. Wash your hands.

Comments:

Student's signature ____________________ Date ________________

Instructor's signature __________________ Date ________________

Number 7

Procedure: Disposing of Equipment from the Isolation Unit

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________

Equipment: Clean bags, isolation labels, tape/ties

_____ 1. Ask co-worker to stand outside the isolation unit to help.

_____ 2. Gown and enter the isolation unit.

_____ 3. Gather all items to leave the room and place them in clean bags. Use separate bags for dry garbage, wet garbage, glass, linens and equipment to be reprocessed by central supply.

_____ 4. Seal the bags with tape/ties.

_____ 5. Open the door and place each bag in a second bag that is being held by the co-worker outside the room.

_____ 6. Ask your co-worker to seal the clean bags securely with tape/ties.

_____ 7. Use correct procedure for removing gown, mask and gloves.

_____ 8. Wash hands.

_____ 9. Label isolation bags properly and take to appropriate place according to facility policy.

Comments:

Student's signature ____________________ Date ________________

Instructor's signature __________________ Date ________________

Number 8

Procedure: Specimen Collection in the Isolation Unit

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Specimen container, paper towels

______ 1. Check physician's order.

______ 2. Assemble equipment.

______ 3. Identify the resident.

______ 4. Wash hands.

______ 5. Explain the procedure to the resident.

______ 6. Gown according to type of isolation.

______ 7. Place specimen container on clean paper towel.

______ 8. Collect the specimen.

______ 9. Cover specimen and label.

______ 10. Remove isolation garb.

______ 11. Wash your hands.

______ 12. Pick up specimen container, using a clean paper towel, and place in a clear plastic bag for transport.

______ 13. Wash your hands.

______ 14. Transport specimen to appropriate area.

______ 15. Report your actions and any unusual observations. Document according to facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 9

Procedure: Applying Wrist and Ankle Restraints

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Thick gauze pad, bandage roll of gauze, tape

______ 1. Check the physician's order.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain what you are going to do.

______ 7. Position resident comfortably and in good body alignment.

______ 8. Pad the wrist or ankle with the gauze pad and tape it securely (not too tight).

______ 9. Make a clove hitch from the roll of gauze bandage and apply to the wrist or ankle.

______ 10. Tie ends to the bed frame using a square knot.

______ 11. Check the pulse, color and temperature of the restrained extremity every 15 minutes.

______ 12. Place the call signal within the residents reach, or check on the resident frequently.

______ 13. Wash your hands.

______ 14. Report the procedure, and record your action following facility policy.

______ 15. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 10

Procedure: Applying Mitt Restraints

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________________ Needs more practice ______________________

Equipment: Two mitt restraints, two washcloths, tape

______ 1. Check the physician's order.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain what you are going to do.

______ 7. Check to be sure the resident's hands are clean and dry.

______ 8. Make handrolls from washcloths and give to resident to grasp.

______ 9. Apply the mitt restraints.

______ 10. Tie the straps to the bed frame using a square knot.

______ 11. Check resident frequently, as restraint will prevent use of call signal.

______ 12. Wash your hands.

______ 13. Report the procedure and record your action following facility policy.

______ 14. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint.

Comments:

Student's signature _________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 11

Procedure: Applying a Jacket Restraint

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Jacket restraint in appropriate size

______ 1. Check the physician's order.

______ 2. Request assistance if needed.

______ 3. Wash your hands.

______ 4. Assemble equipment.

______ 5. Identify the resident.

______ 6. Provide privacy.

______ 7. Explain what you are going to do.

______ 8. Assist the resident to a sitting position, if the resident is in bed.

______ 9. Put the resident's arms through the arm holes of the jacket restraint and cross the vest in the front.

______ 10. Check the restraint to be sure it is free of wrinkles.

______ 11. Assist the resident to lie down, if the resident is in bed.

______ 12. Put the ties through the jacket slots.

______ 13. Position resident comfortably and in good body alignment. (In bed or chair).

______ 14. Tie the straps to the bed frame or wheelchair using a square knot.

______ 15. Place the call signal within the residents reach.

______ 16. Wash your hands.

______ 17. Report the procedure, and record your action following facility policy.

______ 18. Remove the restraint for 10 minutes every two hours and allow the resident to exercise prior to reapplication of the restraint.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 12

Procedure: Applying a Safety Belt

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________________ Needs more practice ______________________

Equipment: Safety belt in appropriate size

______ 1. Check the physician's order.

______ 2. Request assistance if needed.

______ 3. Wash your hands.

______ 4. Assemble equipment.

______ 5. Identify the resident.

______ 6. Provide privacy.

______ 7. Explain what you are going to do.

______ 8. Assist the resident to a sitting position, if the resident is in bed.

______ 9. Place the belt around the front of the residents waist, passing the ties across the back.

______ 10. Check the restraint to be sure it is free of wrinkles.

______ 11. Put the ties through the belt slots.

______ 12. Assist the resident to lie down, if the resident is in bed.

______ 13. Position resident comfortably and in good body alignment. (In bed or chair)

______ 14. Tie the straps to the bed frame or wheelchair using a square knot.

______ 15. Place the call signal within the resident's reach.

______ 16. Wash your hands.

______ 17. Report the procedure and record your action following facility policy.

______ 18. Remove the restraint for 10 minutes every two hours and allow the resident to exercise prior to reapplication of the restraint.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 13

Procedure: Feeding a Resident

To be completed by student:

Name: ______________________ Social Security Number: ________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Bedpan/urinal, basin, towel, washcloth, soap, oral hygiene items

_____ 1. Wash hands.

_____ 2. Assemble equipment.

_____ 3. Tell resident it is meal time.

_____ 4. Identify resident.

_____ 5. Offer bedpan/urinal.

_____ 6. Elevate head of bed.

_____ 7. Assist with oral hygiene.

_____ 8. Wash face and hands.

_____ 9. Clean and position overbed table.

_____ 10. Obtain and check tray - note resident's name, type of diet and food present.

_____ 11. Position towel/napkin/bib under chin.

_____ 12. Assist resident as needed while encouraging him/her to do as much as possible.

_____ 13. Test hot food/liquids on wrist.

_____ 14. Use straw for liquids if appropriate.

_____ 15. Hold spoon at right angle.

_____ 16. Feed resident from tip of half filled spoon.

Procedure: Feeding a Resident
(continued)

______ 17. Tell resident what he/she is eating.

______ 18. Provide time to chew.

______ 19. Alternate solids and liquids.

______ 20. Blot mouth properly.

______ 21. Encourage resident to eat as much as possible.

______ 22. Wash resident's hands when finished.

______ 23. Assist to comfortable position.

______ 24. Remove tray and place call signal and supplies within reach.

______ 25. Note and record amount of food consumed.

______ 26. Record liquids if resident is on Intake and Output.

______ 27. Clean and replace equipment.

______ 28. Wash hands. Report pertinent information to charge nurse.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 14

Procedure: Serving Supplementary Nourishments

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Cart, small trays, nourishments, napkins, feeding aids (straws, flatware).

______ 1. Obtain a list of residents with special dietary needs. (NPO, food limitations)

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify resident and refer to list of special dietary needs.

______ 5. Allow resident to choose from available nourishments when possible.

______ 6. Place small tray containing nourishment, napkin and feeding aids within the resident's reach.

______ 7. Seek assistance for those who are unable to take nourishment alone.

______ 8. Remove used glasses and dishes when the resident finishes the nourishment.

______ 9. Repeat steps 4-8 for each resident.

______ 10. Record on intake/output record if required.

______ 11. Return used equipment to the kitchen to be washed.

______ 12. Wash your hands.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 15

Procedure: Providing Fresh Drinking Water

To be completed by student:

Name: ______________________ Social Security Number: ________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ____________________ Needs more practice ____________________

Equipment: Cart, pitchers, unbreakable glasses, trays, scoop for ice, straws.

_____ 1. Obtain a list of residents with special needs (NPO, fluid restrictions, no ice)

_____ 2. Wash your hands.

_____ 3. Assemble equipment.

_____ 4. Take cart with clean equipment and add ice and water to pitchers (use scoop for ice).

_____ 5. Identify resident and refer to list for special needs.

_____ 6. Remove used equipment and replace with the pitcher, unbreakable glass and straw.

_____ 7. Place fresh drinking water within the resident's reach.

_____ 8. Offer to fill the glass with fresh water.

_____ 9. Repeat steps 5-8 for each resident. Cart can be left outside resident's door, near wall, to avoid obstructing hallway.

_____ 10. Record on intake/output record if required.

_____ 11. Return the cart containing used equipment to the kitchen to be washed.

_____ 12. Wash your hands.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 16

Procedure: Making a Closed Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

Equipment: Mattress pad, two sheets, blanket and/or bedspread, pillowcases as needed, bath towel, washcloth, resident gown, bath blanket (plastic drawsheet and linen drawsheet, if used by facility)

______ 1. Wash your hands.

______ 2. Assemble linens.

______ 3. Place clean linen on chair in order of use.

______ 4. Elevate the bed to a comfortable working level.

______ 5. Move the mattress to the head of the bed.

______ 6. Place mattress pad even with the top of the mattress.

______ 7. Place bottom sheet on top of mattress pad.
  a. unfold sheet lengthwise
  b. centerfold in middle of bed
  c. hem stitching faces mattress pad
  d. lower edge of sheet even with mattress at bottom

______ 8. Tuck sheet smoothly over top of mattress.

______ 9. Miter corner.

______ 10. Keep sheet straight and tuck in side of mattress.

______ 11. Work from the head to the foot of the bed.

______ 12. Apply plastic and linen drawsheets, if used by facility.

______ 13. Apply top sheet, wrong side up, hem even with upper edge of mattress.

_____ 14. Spread and center blanket and/or bedspread.

_____ 15. Miter corner at bottom side of bed.

_____ 16. Go to the other side of the bed and fold the top linens to the center of the bed.

_____ 17. Tuck bottom sheet under head of mattress and miter corner.

_____ 18. Pull sheet tight and tuck under side of mattress, working from top to bottom of bed.

_____ 19. Pull drawsheets tight and tuck under mattress separately, if used by facility.

_____ 20. Straighten top sheet, blanket and/or bedspread and tuck in at foot of bed.

_____ 21. Miter corner.

_____ 22. Fold top sheet back over blanket and/or bedspread at top of bed.

_____ 23. Insert pillow into pillowcase
  a. grasp center of the outside of the pillowcase end seam, and turn the case back over your hand
  b. grasp the pillow through the case and bring case down over pillow
  c. fold the extra material from the side seam of the pillowcase under the pillow

_____ 24. Place the pillow on the bed with the open end away from the door.

_____ 25. Adjust the bed to its lowest horizontal position.

_____ 26. Place towel and washcloth on bedside stand rack.

_____ 27. Place bath blanket and resident gown in bedside stand.

_____ 28. Leave unit in neat and orderly condition.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 17

Procedure: Opening the Closed Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Special equipment not required.

______ 1. Wash your hands.

______ 2. Locate bed assigned to resident

______ 3. Elevate bed to comfortable working position

______ 4. Face head of bed and grasp top sheet, blanket and/or spread and fanfold top linens to foot of bed.

______ 5. Make toe pleat at bottom of bed.

______ 6. Adjust bed to lowest horizontal position.

______ 7. Place overbed table over foot of bed.

______ 8. Place call signal under pillow and attach.

______ 9. Leave unit in neat and orderly condition.

______ 10. Wash your hands.

Comments:

Student's signature ___________________________ Date _________________________

Instructor's signature _________________________ Date _________________________

Number 18

Procedure: Making an Occupied Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Laundry bag, two sheets, blanket and/or bedspread, pillowcases as needed, bathtowel, washcloth, resident gown, (plastic drawsheet and linen drawsheet, if used by facility)

______ 1. Wash your hands.

______ 2. Assemble linens.

______ 3. Provide privacy.

______ 4. Explain the procedure to the resident.

______ 5. Place clean linen on chair in order of use.

______ 6. Hang laundry bag over back of chair.

______ 7. Remove the call signal from the bed.

______ 8. Elevate the bed to a comfortable working level and adjust to as flat a position as possible.

______ 9. Lower the siderail on the side of the bed where you will be working, while making sure the opposite side rail is up and secure.

______ 10. Loosen top linens at the foot of the bed.

______ 11. Place bath blanket over top linens.

______ 12. Ask resident to hold the top edge ot the bath blanket or tuck under shoulders.

______ 13. Slide top linens from top to bottom, leaving bath blanket to cover resident.

______ 14. Discard top linens in laundry bag following proper technique for handling soiled linen.

______ 15. Move the mattress toward the head of the bed.

______ 16. Have the resident grasp the side rail and turn to the side of the bed away from you or assist by turning toward you.

______ 17. Adjust the pillow for comfort.

______ 18. Loosen bottom linens from the head to the bottom of the bed and fold toward the resident.

______ 19. Straighten the mattress pad and place clean bottom sheet on top of the mattress pad with center fold next to the resident, and the bottom edge even with the foot of the mattress.

______ 20. Tuck in sheet at top, miter corner and tuck sheet under side of mattress.

______ 21. Apply plastic and linen draw sheets and tuck in separately, if used by facility.

______ 22. Assist resident to turn toward you.

______ 23. Pull siderail up, go to opposite side of bed and lower the siderail.

______ 24. Remove soiled bottom linen and place in laundry bag following proper technique for handling soiled linen.

______ 25. Pull clean bottom linen tight. Tuck sheet in top of mattress, miter corner and tuck in side of mattress. If used, plastic and linen drawsheets should be pulled tight and tucked in separately.

______ 26. Position resident in supine position in center of bed, with pillow adjusted for comfort.

______ 27. Apply top linen and pillow case in same manner as used for a closed bed.

______ 28. Remove bath balnket prior to tucking in top linens.

______ 29. Adjust the bed to lowest position.

______ 30. Attach call signal and elevate side rails.

______ 31. Remove laundry bag, and reposition chair and overbed table. Place clean linen in bedside stand.

______ 32. Discard laundry bag in proper place.

______ 33. Wash hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 19

Procedure: Assisting With Oral Hygiene

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Mouthwash, toothbrush, toothpaste or powder, emesis basin, disposable cup filled with cool water, towel, tissues, straw.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Assist resident to bathroom and ask that he/she brush his/her teeth.

______ 7. Elevate the head of the bed to a sitting position, if the resident is unable to ambulate to the bathroom.

______ 8. Place towel across chest to protect clothing and linen.

______ 9. Pour water over toothbrush and put toothpaste or powder on brush. Have resident do this, if able.

______ 10. Give the brush to the resident and encourage the resident to brush his or her own teeth.

______ 11. Brush all surfaces with an up and down motion, if resident is unable to brush his or her teeth.

______ 12. Give the resident cool water in a cup to rinse mouth. Use straw, tissues and emesis basin as needed.

______ 13. Offer diluted mouthwash, if desired. Use emesis basin and tissues to blot mouth.

_____ 14. Clean equipment and tidy area.

_____ 15. Provide for comfort.

_____ 16. Wash your hands.

_____ 17. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 20

Procedure: Providing Oral Hygiene for the Unconscious Resident

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Emesis basin, towel, tongue depressor, glycerine and lemon swabs, lip lubricant, disposable cup filled with cool water, swabs.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure as resident may be able to hear.

______ 6. Elevate the head of the bed.

______ 7. Stand at the side of the bed with the resident facing you. Place emesis basin under resident's chin.

______ 8. Place towel under the chin and across the chest.

______ 9. Open the resident's mouth and hold the tongue in place with a tongue blade.

______ 10. Wipe the resident's entire mouth with a prepared swab. Clean the roof of the mouth, the tongue, inside the cheeks, and the lips.

______ 11. Rinse with swabs dipped in cool water.

______ 12. Dry resident's face with towel and apply lubricant to resident's lips.

______ 13. Provide for comfort.

______ 14. Clean and dispose of equipment in proper area.

_____ 15. Wash hands.

_____ 16. Report any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 21

Procedure: Assisting With Denture Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _______________________

Equipment: Denture cup, tissues, mouthwash, toothbrush, toothpaste or powder, emesis basin, cleaning tablet.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Assist resident to bathroom and ask to clean dentures.

______ 7. Elevate the head of the bed to a sitting position, if resident is unable to ambulate to bathroom and unable to clean dentures.

______ 8. Provide tissue for removal of dentures.

______ 9. Assist with removal of dentures, if necessary, by pushing gently to break the suction.

______ 10. Carefully place the dentures in a denture cup and carry to the bathroom sink.

______ 11. Soak in a solution with a cleaning tablet before brushing, if necessary.

______ 12. Brush the dentures using toothbrush, toothpaste or powder and warm water, while holding the dentures in the palm of the hand.

______ 13. Brush until all surfaces are clean.

______ 14. Rinse dentures thoroughly with cool water.

______ 15. Rinse denture cup and fill with cool water.

______ 16. Place dentures in the denture cup.

______ 17. Take the dentures to the bedside, in the denture cup filled with cool water.

______ 18. Assist resident to rinse mouth with diluted mouthwash. Use emesis basin and tissues. Offer swabs or soft toothbrush to clean roof of mouth.

______ 19. Return dentures to resident and insert if necessary.

______ 20. Provide for comfort.

______ 21. Clean equipment and tidy area.

______ 22. Wash your hands.

______ 23. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 22

Procedure: Cleaning and Trimming the Nails

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Nail clippers, emery board or nail file, orange stick, basin of warm water, towel, lotion.

______ 1. Assemble equipment.
______ 2. Wash your hands.
______ 3. Identify the resident.
______ 4. Provide privacy.
______ 5. Explain the procedure.
______ 6. Protect the bed with a towel.
______ 7. Place hand or foot in warm water and wash.
______ 8. Clean nails using orange stick.
______ 9. Dry hand or foot.
______ 10. Trim nails straight across using clippers.
______ 11. File rough edges till smoth with nail file or emery board.
______ 12. Apply lotion and gently massage hand or foot.
______ 13. Repeat the procedure for the other hand or foot.
______ 14. Clean and return equipment to the proper place.
______ 15. Provide for comfort.

______ 16. Wash your hands.

______ 17. Record your actions and report any unusual observations, following facility policy.

______ 18. Report any injury immediately to a licensed nurse.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 23

Procedure: Assist the Resident With Shaving

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _______________________

Equipment: Basin of warm water, shaving cream, safety razor or electric razor, towel, washcloth, mirror, aftershave lotion or powder, tissues.

Safety Razor

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Provide adequate lighting.

______ 7. Elevate the head of the bed.

______ 8. Spread a towel under the resident's chin.

______ 9. Place dentures in the resident's mouth, if worn.

______ 10. Moisten face and apply shaving cream.

______ 11. Hold the skin taut as you shave in the direction that the hair grows.

______ 12. Use firm short strokes and rinse razor frequently.

______ 13. Start under sideburns, in front of the ear and work downward over the cheek toward the chin. Shave chin carefully. Work upward on the neck under the chin. When shaving the chin or under the nose ask the resident to hold the skin tight.

______ 14. Apply pressure with a tissue directly over the area, if you nick the resident's skin, and apply an antiseptic.

______ 15. Wash off remaining soap when finished shaving.

______ 16. Apply after shave lotion or powder, if desired.

______ 17. Clean and return equipment to its proper place.

______ 18. Provide for comfort.

______ 19. Wash your hands.

______ 20. Record your actions and report any unusual observations, following facility policy.

______ 21. Report any injury immediately.

Electric Razor

Carry out steps 1 through 9 under safety razor.

______ 10. Read the instructions that came with the electric razor.

______ 11. Follow resident preference as to dry skin or use of pre shave lotion.

______ 12. Hold the skin taut and shave all areas of the face. Some razors require short circular strokes, while others require short strokes in the direction the hair grows.

______ 13. Wash and dry the face thoroughly when finished.

Carry out steps 16 through 21 under Safety Razor.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 24

Procedure: Care of the Hair

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Towel, comb and brush, personal equipment and products.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Identify the resident.

_____ 4. Provide privacy.

_____ 5. Explain the procedure.

_____ 6. Assist the resident to a chair or elevate the head of the bed.

_____ 7. Place a towel around the resident's shoulders.

_____ 8. Place a towel across the pillow if resident is to remain in bed.

_____ 9. Assist with removal of eyeglasses.

_____ 10. Part or section hair and comb with one hand placed between scalp and end of hair.

_____ 11. Brush gently from scalp to hair ends.

_____ 12. Style the resident's hair as requested using equipment and products preferred by the resident.

_____ 13. Remove the towel.

_____ 14. Provide for comfort.

_____ 15. Return equipment to proper place.

______ 16. Wash your hands.

______ 17. Record your actions and report any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 25

Procedure: Shampooing a Resident's Hair

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass __________________ Needs more practice __________________

Equipment: Washcloth, shampoo, towels, hair dryer.

_____ 1. Check patient care plan for any special shampoo instructions.

_____ 2. Assemble equipment.

_____ 3. Wash your hands.

_____ 4. Identify the resident.

_____ 5. Explain the procedure.

_____ 6. Provide privacy.

_____ 7. Wet the hair and apply shampoo. (A dry washcloth can be used to protect eyes).

_____ 8. Assist resident to wash the hair using fingertips to massage the scalp.

_____ 9. Rinse the hair thoroughly.

_____ 10. Repeat steps 7, 8, and 9.

_____ 11. Apply hair care products as desired, and dry thoroughly with towel.

_____ 12. Comb hair gently and blow dry with hair dryer.

_____ 13. Return equipment to proper place.

_____ 14. Provide for comfort.

_____ 15. Wash your hands.

_____ 16. Record your actions and report any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 26

Procedure: Dressing and Undressing the Resident

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Clothing selected by resident.

______ 1. Wash your hands.

______ 2. Identify the resident.

______ 3. Provide privacy.

______ 4. Explain what you plan to do for the resident.

______ 5. Assist the resident to select clothing.

______ 6. Open all zippers, buttons and fasteners and arrange garments in order of application.

______ 7. Elevate the bed to a comfortable working position.

______ 8. Apply a bath blanket and fanfold top linen to the bottom of the bed.

______ 9. Remove night wear while keeping resident covered with bath blanket.

______ 10. Apply undershirt, pull over shirt or dress by placing resident's hands in sleeves.
  a. adjust the garment as high on the arms as possible
  b. gather garment to neck opening and slip over resident's head
  c. position sleeves comfortably at shoulders
  d. assist resident to sit forward and adjust garment to cover upper body
  e. smooth and ease dress over lower body by pulling garment down or assisting the resident to roll from side to side while adjusting garment

______ 11. Secure any fasteners on clothing.

______ 12. Apply button from shirt, blouse or dress by inserting your hand through the sleeve farthest from you and grasping the wrist of the resident.
  a. slide the sleeve up the resident's arm and adjust at the shoulder
  b. assist the resident to sit forward while arranging the garment around the resident's back
  c. insert your hand through the sleeve nearest you and grasp the resident's wrist
  d. slide the sleeve up the resident's arm and adjust at the shoulder

______ 13. Button or secure fasteners.

______ 14. Apply underwear, slacks or trousers by gathering the fabric for the leg farthest from you and reaching through the leg to grasp the resident's ankle.
  a. pull the garment up as far as possible
  b. repeat for the leg nearest you
  c. assist the resident to raise the buttocks, while pulling garment to the waist
  d. roll the resident on the side away from you while pulling up the other side, if the resident is unable to lift buttocks

______ 15. Fasten slacks or trousers as indicated

______ 16. Assist as needed with application of socks/stockings and shoes.

______ 17. Reverse the procedure to undress the resident.

______ 18. Provide for comfort.

______ 19. Wash your hands.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 27

Procedure: Complete Bed Bath

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Wash basin, bath thermometer, soap dish, soap, washcloth, towels, clean gown, bath blanket, body lotion, deodorant or antiperspirant, personal toilet articles, paper towels, laundry bag.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Offer the bedpan or urinal.

______ 7. Elevate bed to a comfortable working level with the siderail up on the far side of the bed.

______ 8. Remove blanket and bedspread and fold over the back of the chair.

______ 9. Place the bath blanket over the top sheet and then remove top sheet and place in laundry bag.

______ 10. Adjust the bed to a flat position, while providing for resident's comfort.

______ 11. Remove the resident's gown and place in laundry bag.

______ 12. Provide for oral hygiene.

______ 13. Shave the male resident.

______ 14. Place several paper towels on the overbed table.

______ 15. Fill the wash basin two-thirds full with water at a temperature of 110-115° F.

______ 16. Place the wash basin on the paper towels located on the overbed table.

______ 17. Place a bath towel across the resident's chest and make a mitt with the washcloth.

______ 18. Wash the eyes from the nose to the outer edge of the face. Ask the resident if he or she uses soap to wash his or her face. Wash the face, rinse and dry.

______ 19. Place towel under resident's arm farthest from you. Wash shoulders, axilla and arm. Rinse and dry the area thoroughly.

______ 20. Place resident's hand in wash basin and wash and clean the fingernails.

______ 21. Wash, rinse and dry the other shoulder, axilla, arm and hand in the same way.

______ 22. Place towel across resident's chest and fold the bath blanket down. Wash the ears, neck and chest. Dry thoroughly and note condition of skin, especially under the female resident's breasts. Apply powder if desired.

______ 23. Fold the bath blanket down to the pubic area and wash, rinse and dry the abdomen. Remove the towel and replace the bath blanket.

______ 24. Change the water in the wash basin if it is soapy or cool, remembering to elevate the siderail.

______ 25. Expose the leg farthest away and place the towel under the leg. Wash, rinse and dry the leg and foot. Foot can be placed in the wash basin. Dry well between toes.

______ 26. Repeat for the other leg and foot.

______ 27. Position resident on side and place towel on bed below resident's back. Wash, rinse and dry the back and buttocks.

______ 28. Give a back rub using lotion and powder if desired.

______ 29. Assist the resident to turn on his or her back.

______ 30. Offer the resident a soapy washcloth to wash the genital area. If the resident is unable to do this, then wash from front toward rectum, rinse and dry.

______ 31. Assist the resident to apply deodorant or antiperspirant, powder and or fragrance of choice.

______ 32. Assist the resident to dress.

______ 33. Comb the resident's hair and assist females with make-up application.

______ 34. Provide comfort and assist to chair or make an occupied bed.

______ 35. Clean and return equipment to its proper place.

______ 36. Damp dust overbed table and discard soiled linen.

______ 37. Wash hands.

______ 38. Record your action and report any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 28

Procedure: Tub Bath or Shower

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Bath thermometer, soapdish, soap washcloth, towels, bathmat, chair or stool, clean clothing, disinfectant

Note: Temperature of bath/shower area should be warm enough for resident's comfort.

_____ 1. Check patient care plan for any special bath instructions.

_____ 2. Assemble equipment in bath or shower area.

_____ 3. Wash your hands.

_____ 4. Identify the resident.

_____ 5. Explain the procedure.

_____ 6. Assist the resident to put on robe and slippers.

_____ 7. Select clothing and gather personal items needed in the bathing area.

_____ 8. Assist the resident to the bath tub or shower area.

_____ 9. Clean and disinfect the tub or shower.

_____ 10. Provide privacy.

_____ 11. Fill the tub half full of water at a temperature of 105° F, checked with the bath thermometer, or regulate the shower to a comfortable temperature.

_____ 12. Place bathmat or towel in front of tub or shower.

_____ 13. Assist the resident to undress and get into the tub or shower.

______ 14. Stay with the resident and assist with washing as needed.

______ 15. Assist the resident out of the tub or shower and help dry by patting gently with a towel.

______ 16. Have resident stand on bathmat or sit on towel covered chair, as needed.

______ 17. Assist with deodorant or antiperspirant and personal hygiene items.

______ 18. Help the resident dress.

______ 19. Return the resident to his or her room.

______ 20. Provide for comfort.

______ 21. Return to the bathing area and clean and disinfect the tub or shower.

______ 22. Place soiled linen in laundry bag.

______ 23. Wash your hands.

______ 24. Record your action and report any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 29

Procedure: Perineal Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Basin of warm water, bedpan, chux, washcloth, towel, soap dish, soap, cotton balls, peribottle filled with warm water, disposable gloves (optional)

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Cover the resident with a bath blanket.

______ 7. Fanfold top linen to bottom of bed.

______ 8. Remove soiled clothing and pads.

______ 9. Place a chux under the resident.

Female Residents

______ 10. Drape the resident with the bath blanket and assist onto the bed pan.

______ 11. Put on disposable gloves.

______ 12. Squeeze peribottle to pour warm water over the perineal area.

______ 13. Seperate labia and clean downward from front to back using clean cotton balls for each wipe. Wipe once down each side and once down the center.

______ 14. Remove the bed pan and dispose of contents.

Male Residents

Follow steps 1 through 9.

_____ 10. Put on disposable gloves.

_____ 11. Cleanse penis by pushing back foreskin if the resident is uncircumcised and washing from uretheral opening toward body.

_____ 12. Rinse the area and return the foreskin to its natural position.

_____ 13. Cleanse the scrotum and rinse well

_____ 14. Pat dry the penis and scrotum.

Female and Male Residents

_____ 15. Wash, rinse and dry the upper thighs.

_____ 16. Assist the resident to turn to one side, away from you.

_____ 17. Wash, rinse and dry the buttocks.

_____ 18. Remove the chux. Remove disposable gloves.

_____ 19. Replace the bath blanket with the top linen.

_____ 20. Provide for comfort.

_____ 21. Clean and return equipment to proper place.

_____ 22. Wash your hands.

_____ 23. Record your actions and report any unusual observations, following facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 30

Procedure: Giving a Back Rub

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________ Needs more practice _______________

Equipment: Bath towel, washcloth, basin of warm water, soap, lotion, powder

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Identify the resident.

_____ 4. Provide privacy.

_____ 5. Explain the procedure.

_____ 6. Raise the bed to a comfortable working level, and elevate the far side rail.

_____ 7. Place the resident in a prone or side lying position so his or her back is toward you.

_____ 8. Place lotion in basin of water to warm.

_____ 9. Position the towel on the bed along the residents back.

_____ 10. Expose, wash and dry the resident's back.

_____ 11. Apply lotion to your hands and rub the back with a gentle but firm stroke.

_____ 12. Stroke upward from the base of the spine up the center, around the shoulders and down the sides of the back and buttocks for 3 to 5 minutes using circular motions and long smooth strokes.

_____ 13. Dry carefully and note any pressure areas to report. Apply powder, if desired.

_____ 14. Straighten and tighten bottom sheet.

_____ 15. Provide for comfort. Lower bed.

_____ 16. Clean and return equipment to proper place.

______ 17. Wash your hands.

______ 18. Record your actions and report any unusual observations, following facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 31

Procedure: Measuring an Oral Temperature (Glass Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Oral thermometer, tissues, paper and pen.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Explain the procedure.

______ 5. Provide privacy.

______ 6. Ask if the resident has recently had hot or cold fluids or been smoking. Wait 15 minutes if the response was positive.

______ 7. Rinse the thermometer with cool water, check for chips, and dry with tissue.

______ 8. Shake the mercury down.

______ 9. Place the bulb end of the thermometer under the resident's tongue, and ask that the resident keep their mouth and lips closed.

______ 10. Leave the thermometer in the resident's mouth for 5 to 10 minutes. Pulse and respirations can be checked while waiting.

______ 11. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb.

______ 12. Read the thermometer accurately.

______ 13. Record the temperature.

______ 14. Shake the mercury down.

______ 15. Replace the thermometer in its container or return to proper place for cleaning.

______ 16. Make the resident comfortable.

_____ 17. Wash your hands.

_____ 18. Report any abnormal readings, and record following facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 32

Procedure: Measuring a Rectal Temperature (Glass Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Rectal thermometer, tissues, lubricating jelly, disposable gloves (optional), paper and pen

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Explain the procedure

______ 5. Provide privacy.

______ 6. Place bed in flat position at working level.

______ 7. Have resident turn on side.

______ 8. Check the rectal thermometer for chips or cracks and shake the mercury down.

______ 9. Lubricate bulb of thermometer and insert one inch through the anus.

______ 10. Hold the thermometer in place for 3-5 minutes. STAY WITH RESIDENT.

______ 11. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb.

______ 12. Read the thermometer accurately.

______ 13. Record the temperature and write an R after the figure. (R - rectal temperature).

______ 14. Shake the mercury down.

_____ 15. Return the thermometer to the appropriate area for cleaning.

_____ 16. Make the resident comfortable and reposition bed.

_____ 17. Wash your hands.

_____ 18. Report any abnormal readings, and record following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 33

Procedure: Measuring Temperature (Electronic Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

Equipment: Electronic thermometer, disposable probe cover, appropriate attachment (oral, rectal, axillary), paper and pen, lubricating jelly for rectal thermometer.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Explain the procedure.

______ 5. Provide privacy.

______ 6. Position bed at working level.

______ 7. Remove probe from stored position and insert into disposable probe cover.

______ 8. Insert the covered probe into mouth, axilla or rectum. Probe should be lubricated for rectal temperatures.

______ 9. Hold the probe in place.

______ 10. Wait for the signal indicating the temperature reading is complete.

______ 11. Remove the probe and discard the probe cover. Do not touch the cover.

______ 12. Return the probe to its stored position.

______ 13. Record the temperature using R and A as appropriate.

______ 14. Make the resident comfortable and reposition the bed.

______ 15. Wash your hands.

______ 16. Report any abnormal readings, and record following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 34

Procedure: Counting the Radial Pulse Rate

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Watch with a second hand, paper and pen.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Position resident so that hand and arm are resting comfortably.

______ 7. Find the pulse by placing the tips of your middle three fingers on the palm side of the resident's wrist over the radial artery.

______ 8. Press lightly until you feel the beat, note the rhythm and if the beat is steady or irregular, strong or weak.

______ 9. Note the position of the second hand on your watch, and count the pulse rate for one full minute.

______ 10. Record the pulse rate.

______ 11. Make the resident comfortable.

______ 12. Wash your hands.

______ 13. Report any unusual findings: irregular rhythm, weak or bounding force, changes from previous measurements, pulse rate under 60 or over 90 beats per minute.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 35

Procedure: Counting Respirations

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass __________________ Needs more practice __________________

Equipment: Watch with a second hand, paper and pen

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Identify the resident..

_____ 4. Provide privacy.

_____ 5. After counting the pulse rate, leave your fingers in place and count the number of times the chest rises and falls. One rise and one fall of the chest counts as one respiration.

_____ 6. Count the respirations for one full minute, using watch with second hand.

_____ 7. Record the respirations.

_____ 8. Make the resident comfortable.

_____ 9. Wash your hands.

_____ 10. Report any unusual observations.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 36

Procedure: Measuring Blood Pressure

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Sphygmomanometer, stethoscope, antiseptic pads, paper and pen

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Identify the resident.

_____ 4. Provide privacy.

_____ 5. Explain the procedure.

_____ 6. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad.

_____ 7. Position resident in a sitting or lying position.

_____ 8. Bare the resident's arm.

_____ 9. Extend resident's arm level with heart, palm upward.

_____ 10. Loosen the valve on the bulb and expel any remaining air from the cuff by squeezing.

_____ 11. Wrap the cuff smoothly and snugly around the resident's arm with the arrow on the cuff pointing toward the brachial pulse.

_____ 12. Check to be sure the manometer is positioned so you can read the numbers easily.

_____ 13. Place the earplugs of the stethoscope in your ears.

_____ 14. Locate the brachial pulse with your fingertips and place the diaphragm of the stethoscope directly over the pulse.

_____ 15. Tighten the thumbscrew on the valve to close it.

_____ 16. Hold the stethoscope in place and inflate the cuff 30 mmHg beyond the point at which you last heard the pulse.

_____ 17. Deflate the cuff at an even rate by turning the valve counterclockwise.

_____ 18. Note the point on the scale where you heard the first sound (systolic reading).

_____ 19. Note the point where the sound disappears or changes (diastolic reading).

_____ 20. Deflate the cuff completely and remove it from the resident's arm.

_____ 21. Record your reading.

_____ 22. Return the cuff to its proper place.

_____ 23. Make the resident comfortable.

_____ 24. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad.

_____ 25. Wash your hands.

_____ 26. Report any unusual readings or observations.

_____ 27. Record the blood pressure in the appropriate place, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 37

Procedure: Height and Weight

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Previous weight as documented, paper towel, upright scale, paper and pen.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Explain the procedure.

______ 5. Ask the resident's weight.

______ 6. Transport or escort the resident to the scales.

______ 7. Place paper towel or scale platform.

______ 8. Check to see that weights are to the extreme left and the balance beam hangs free.

______ 9. Provide privacy.

______ 10. Assist the resident to remove shoes and step on scale platform.

______ 11. Move weights to previously documented weight or resident's estimate of weight.

______ 12. Adjust the weights until the scale is balanced.

______ 13. Record the resident's weight.

______ 14. Elevate the height bar.

______ 15. Lower the height bar until it rests level on the resident's head.

______ 16. Record the number of inches indicated.

______ 17. Assist the resident to put on shoes.

_____ 18. Discard the paper towel.

_____ 19. Return weights to the extreme left on scale.

_____ 20. Return resident to room.

_____ 21. Wash your hands.

_____ 22. Record information on resident's record, according to facility policy.

_____ 23. Report weight gains or losses.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 38

Procedure: Measuring and Recording Fluid Intake and Output

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Intake/output record, graduated container, pen for recording, disposable gloves

Intake

_____ 1. Explain to the resident that their fluid intake is being recorded.

_____ 2. Have the resident help to record fluids, if he or she is able.

_____ 3. Record intake on the bedside intake record. Intake includes: amount of fluid resident takes with meals, amount of water and fluids taken between meals. All other fluids given by mouth, intravenously, or by tube feeding.

_____ 4. Use a graduated container or listing of standard facility amounts for measuring.

_____ 5. Record fluids in cubic centimeters (cc) which are the same as milliliters (ml).

_____ 6. Record the total at the end of each shift and at the end of the 24 hours.

_____ 7. Chart totals in the designated area on the intake/output record, following facility policy.

Output

_____ 1. Explain to the resident that their urine output is being recorded, and she or he will need to use a bedpan or urinal.

_____ 2. Remind the resident not to put toilet paper in the bedpan.

_____ 3. Wash your hands.

_____ 4. Identify the resident.

_____ 5. Provide privacy.

_____ 6. Pour urine from bedpan or urinal into graduated container. Read amount.

_____ 7. Record all liquid output. Output includes: urine, vomitus (emesis), drainage from wound or stomach, liquid stool, blood loss, perspiration (follow facility procedures).

_____ 8. Observe liquid output for unusual appearance.

_____ 9. Empty urinal/bedpan and rinse.

_____ 10. Rinse graduate container.

_____ 11. Remove and dispose of gloves.

_____ 12. Wash your hands.

_____ 13. Record amount of output in the output column on the bedside intake/output record, in cubic centimeters (cc), following facility policy.

_____ 14. Document time, urine output amount and character and resident reaction.

_____ 15. Total and record the amount of output at the end of each shift.

_____ 16. Chart totals in the designated area on the intake/output record, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 39

Procedure: Assists With Use of Bathroom

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Resident's robe and slippers, disposable glove (optional)

______ 1. Wash your hands.

______ 2. Identify the resident.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Assist resident to sitting position.

______ 7. Help resident put on robe and slippers.

______ 8. Assist to stand and ambulate to bathroom.

______ 9. Adjust clothing allowing resident to sit comfortably on commode.

______ 10. Place toilet tissue and call signal within reach of resident.

______ 11. Provide time for privacy, if resident can be safely left alone.

______ 12. Ask the resident to signal when finished.

______ 13. Put on disposable glove and assist the resident to clean the genital area, if indicated.

______ 14. Remove disposable glove and discard.

______ 15. Assist the resident to wash hands.

______ 16. Help the resident to return to bed. Remove robe and slippers.

______ 17. Provide for comfort.

_____ 18. Clean the area.

_____ 19. Wash your hands.

_____ 20. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 40

Procedure: Assist With Use of Bedside Commode

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _________________ Needs more practice __________________

Equipment: Portable commode and container, container cover, toilet tissue, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

_____ 1. Wash your hands.

_____ 2. Identify the resident.

_____ 3. Assemble equipment.

_____ 4. Provide privacy.

_____ 5. Explain the procedure.

_____ 6. Place commode next to bed. Open the cover and adjust the container under the toilet seat.

_____ 7. Assist resident to sit on side of bed, put slippers on resident and transfer to bedside commode.

_____ 8. Place tissue and call signal within reach of resident.

_____ 9. Provide time for privacy, if resident can be safely left alone.

_____ 10. Ask the resident to signal when finished.

_____ 11. Put on disposable glove, and assist the resident to clean the genital area, if indicated.

_____ 12. Remove disposable glove and discard.

_____ 13. Assist the resident back to bed and remove slippers.

_____ 14. Close the cover on the commode.

_____ 15. Remove container from commode, cover and take to bathroom.

_____ 16. Observe appearance of feces or urine, measure output if ordered and/or collect a specimen if required.

_____ 17. Empty the container into the toilet and flush.

_____ 18. Clean the container following facility procedure.

_____ 19. Assist the resident with hand washing and provide for comfort.

_____ 20. Clean the area.

_____ 21. Wash your hands.

_____ 22. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 41

Procedure: Assist With Use of Bedpan

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Bedpan, bedpan cover, toilet tissue, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

______ 1. Wash your hands.

______ 2. Identify the resident.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Warm metal bedpan by running warm water over it and drying the outside surface.

______ 7. Place bedpan on a chair.

______ 8. Lower the head of the bed and the siderail.

______ 9. Fold top linens out of the way and raise the resident's gown.

______ 10. Ask the resident to bend knees and place feet flat on mattress while lifting hips. Assist, as needed, by slipping hand under lower back and lifting. Position the bedpan under the buttocks.

______ 11. Turn the resident to his or her side if he or she is unable to assist. Position the resident facing away from you, and place the bedpan against the buttocks. Push the bedpan downward into the mattress as you roll the resident back onto the bedpan.

______ 12. Replace top linens and elevate head of bed and siderail.

______ 13. Place toilet tissue and call signal within reach of resident.

______ 14. Provide time for privacy, if resident can be safely left alone.

______ 15. Ask the resident to signal when finished.

_____ 16. Remove bedpan, cover and place on chair.

_____ 17. Put on disposable glove, and assist the resident to clean the gential area, if indicated.

_____ 18. Take bedpan to bathroom. Observe appearance of feces or urine, measure output if ordered and/or collect a specimen if required.

_____ 19. Empty the bedpan into the toilet and flush.

_____ 20. Clean the bedpan following facility procedure.

_____ 21. Assist the resident with handwashing and provide for comfort.

_____ 22. Clean the area.

_____ 23. Wash your hands.

_____ 24. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ______________________ Date ________________________

Number 42

Procedure: Assist With Use of Urinal

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Urinal, urinal cover, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

______ 1. Wash your hands.

______ 2. Identify the resident.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure and put on the disposable glove.

______ 6. Give the resident the urinal or place the urinal between the legs, with the penis inside the opening.

______ 7. Tilt the urinal downward to prevent spills.

______ 8. Provide privacy if resident can safely be left alone.

______ 9. Ask the resident to signal when finished.

______ 10. Remove urinal, cover and take to bathroom.

______ 11. Observe appearance of urine, measure output if ordered and or collect a specimen if required.

______ 12. Empty urine into toilet and flush.

______ 13. Clean urinal according to facility procedure and return to bedside stand.

______ 14. Assist the resident with handwashing and provide for comfort.

______ 15. Wash your hands.

______ 16. Report and record any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 43

Procedure: Providing Catheter Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Chux, disposable gloves, paper bag, disposable catheter care kit or antiseptic swabs or packets.

Note: Perineal care is provided prior to catheter care so that the genital area is clean.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Place chux under resident.

______ 7. Open catheter care kit.

______ 8. Put on disposable gloves.

______ 9. Observe area around the catheter for sores, crusts, redness, swelling, discoloration, abnormal drainage and report at once.

______ 10. Separate labia on female or pull back foreskin on male and cleanse the area around the meatus.

______ 11. Apply antiseptic solution or ointment around the area where the catheter enters the urethra.

______ 12. Cleanse four inches of the catheter tubing below the urethra, working outward.

______ 13. Adjust the catheter so that urine flows freely.

______ 14. Remove the disposable gloves.

______ 15. Remove the chux.

______ 16. Discard the disposable equipment.

______ 17. Provide for comfort.

______ 18. Wash your hands.

______ 19. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 44

Procedure: Emptying a Urine Drainage Bag

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Graduate, disposable gloves (optional).

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Open the drain and allow urine to run into the graduate. Use care to prevent contamination of drain.

______ 7. Close the clamp and replace the drain in the holder on the bag.

______ 8. Follow facility procedure for cleaning tip of drain.

______ 9. Measure urine.

______ 10. Empty the graduate into the toilet and flush.

______ 11. Clean the graduate, and store in the appropriate area.

______ 12. Wash your hands.

______ 13. Report and record your actions and any unusual observations, following facility policy.

______ 14. Report and/or record amount of urine obtained.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 45

Procedure: Collecting a Routine Urine Specimen

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Bedpan and cover/urinal, container and cover for specimen, graduate, label, laboratory requisition slip, disposable gloves (optional).

______ 1. Review the specimen order with a licensed nurse.

______ 2. Assemble equipment.

______ 3. Wash your hands.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain the procedure.

______ 7. Ask the resident not to put toilet tissue into the bedpan.

______ 8. Ask the resident to urinate into the urinal or bedpan.

______ 9. Put on disposable gloves and take the covered bedpan or urinal to the bathroom.

______ 10. Pour the urine into the graduate and measure the amount if the resident is on intake and output.

______ 11. Fill specimen container about 3/4 full of urine, and put the lid on the container.

______ 12. Discard the excess urine and flush the toilet.

______ 13. Remove gloves and label specimen container.

______ 14. Clean equipment and return to proper place.

______ 15. Provide for resident comfort.

______ 16. Transport specimen to proper area.

_____ 17. Wash your hands.

_____ 18. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 46

Procedure: Testing Urine for Sugar

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Freshly voided urine specimen, wristwatch, disposable gloves, reagent used in your facility, paper towels.

______ 1. Review the testing procedure.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Obtain a freshly voided urine specimen.

______ 6. Put on gloves.

______ 7. Take the specimen to a working area.

Clinitest

______ 8. Place 5 drops of urine in test tube with medicine dropper, add 10 drops of fresh water and one clinitest tablet.

______ 9. Watch the reaction carefully and do not handle the test tube during the reaction to avoid a burn. Test tube can be placed in rack.

______ 10. Wait 15 seconds after reaction has stopped and gently shake the test tube.

______ 11. Compare the color of the test tube contents with the color chart.

______ 12. Report and record the results, following facility policy.

TesTape

_____ 8. Pull 1 1/2 inches of TesTape from the container.

______ 9. Dip 1/4 inch of TesTape strip into urine.

______ 10. Withdraw tape holding downward over specimen container.

______ 11. Wait 60 seconds and check the darkest area of the wet strip against the color chart.

______ 12. Record the results.

______ 13. Discard urine and reagent materials.

______ 14. Wash your hands.

______ 15. Report and record the results, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 47

Procedure: Testing Urine for Acetone

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Freshly voided urine specimen, wristwatch, disposable gloves, reagent used in your facility, paper towels.

______ 1. Review the testing procedure.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Obtain a freshly voided urine specimen.

______ 6. Put on gloves.

______ 7. Take the specimen to a working area.

Acetest

______ 8. Place acetest tablet on paper towel.

______ 9. Drop one drop of urine onto the tablet.

______ 10. Wait 30 seconds.

______ 11. Compare the color of the tablet with the color chart..

______ 12. Report and record the results, following facility policy.

Ketostix

______ 8. Dip reagent area of Ketostix into the urine.

______ 9. Remove Ketostix and hold horizontally.

______ 10. Wait 15 seconds.

______ 11. Compare the strip with the color chart, matching it as closely as possible.

______ 12. Record the results.

______ 13. Discard urine and reagent materials.

______ 14. Wash your hands.

______ 15. Report and record the results, following facility policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 48

Procedure: Collecting a Stool Specimen

To be completed by student:

Name: ______________________ Social Security Number: ________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Bedpan and cover, container and cover for specimen, label, tongue blade, toilet tissue, laboratory requisition slip, disposable gloves (optional).

_____ 1. Review the specimen order with a licensed nurse.

_____ 2. Assemble equipment.

_____ 3. Wash your hands.

_____ 4. Identify the resident.

_____ 5. Provide privacy.

_____ 6. Explain the procedure.

_____ 7. Ask the resident not to put toilet tissue into the bedpan or urinate in the bedpan.

_____ 8. Put on disposable gloves and take the covered bedpan to the bathroom when the resident has completed his/her bowel movement.

_____ 9. Use tongue blade to put a sample of stool into the specimen container, discard excess stool and flush the toilet.

_____ 10. Remove gloves, cover and label the specimen container.

_____ 11. Assist resident to wash hands and provide for comfort.

_____ 12. Clean equipment and return to proper place.

_____ 13. Transport specimen to proper area.

_____ 14. Wash your hands.

_____ 15. Report and record your action and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 49

Procedure: Administering a Cleansing Enema

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Enema container with tubing and clamp, bedpan and cover, chux, lubricant, toilet tissue, disposable gloves, graduate containing prepared enema solution at 105 F, paper towel, bath thermometer.

______ 1. Review enema order and type of enema to be given with a licensed nurse.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain the procedure.

______ 7. Elevate the bed to a comfortable working level.

______ 8. Lower the side rail.

______ 9. Cover resident with bath blanket and fanfold top linen to bottom of bed.

______ 10. Place chux under resident's buttocks.

______ 11. Position resident on left side with knees flexed.

______ 12. Place bedpan at bottom of bed within reach.

______ 13. Put on disposable gloves.

______ 14. Close clamp on tubing and fill enema container. Expel air in tubing and close clamp.

______ 15. Put lubricant on paper towel and lubricate the tip of the tubing.

______ 16. Gently insert lubricated tube into rectum 2-4 inches.

______ 17. Hold enema container 12-18 inches above mattress and open clamp. Ask the resident to take slow deep breaths while the enema is being administered.

______ 18. Encourage the resident to take all of the solution ordered, but clamp the tube if the resident becomes too uncomfortable.

______ 19. Slowly and gently remove the tube from the rectum and wrap in a paper towel.

______ 20. Remove and discard gloves.

______ 21. Assist the resident onto the bedpan or into the bathroom, after lowering the bed and helping to put on robe and slippers.

______ 22. Place toilet tissue and call signal within reach of resident.

______ 23. Ask the resident not to flush the toilet when finished.

______ 24. Provide time for privacy, if resident can be safely left alone.

______ 25. Assist the resident to clean the genital area, if indicated.

______ 26. Help the resident to wash hands, remove robe and slippers and return to bed.

______ 27. Remove the disposable chux.

______ 28. Provide for comfort.

______ 29. Note amount, color and consistency of stool.

______ 30. Clean the area and equipment as needed.

______ 31. Wash your hands.

______ 32. Report and record your action, the results, and any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 50

Procedure: Heat or Cold Applications

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________________ Needs more practice _________________________

Equipment: Equipment needed for procedure, towel, bath thermometer, chux.

______ 1. Review the type of application with a licensed nurse.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain the procedure.

______ 7. Assist the resident to a safe, comfortable position.

______ 8. Check the temperature for the application

Warm soaks - 105-110° F
Hot compresses - 105-115° F

Follow facility policy for application temperatures.

______ 9. Apply the application. Protect linens with chux.

______ 10. Check the resident every five minutes for redness, complaints of pain or discomfort. Place call signal within reach.

______ 11. Maintain the temperature of the application for the amount of time ordered.

______ 12. Pat skin dry.

______ 13. Provide for comfort.

______ 14. Clean and store equipment in proper place.

______ 15. Wash hands.

______ 16. Report and record your actions following facility policy. Include:
  a. site involved and temperature of application
  b. length of time treatment given
  c. resident's response to treatment
  d. observation of skin

Cold applications

______ 1. Review the type of application with a licensed nurse.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain the procedure.

______ 7. Assist the resident to a safe, comfortable position.

______ 8. Place ice bags and cold packs in appropriate cover after removing excess air or following manufacturer's instructions. Caps or lids are applied away from the resident.

______ 9. Apply cold application. Protect linens with chux.

______ 10. Check the skin every 10 minutes for blisters; pale, gray or white skin; complaints of numbness, pain or discomfort. Place call signal within reach.

______ 11. Maintain the application for the amount of time ordered.

______ 12. Pat skin dry.

______ 13. Provide for comfort.

______ 14. Clean and store equipment in proper place.

______ 15. Wash hands.

______ 16. Report and record your actions following facility policy. Include:
  a. site involved
  b. length of time treatment given
  c. resident's response to treatment
  d. observation of skin

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 51

Procedure: Applying a Nonsterile Dressing

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Sterile dressing (gauze pads, band-aid, ABD's), roller gauze bandage, tape.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Select the correct size dressing. Dressing should extend approximately one inch beyond wound edges.

______ 7. Open dressing package. Avoid touching the dressing with your fingers.

______ 8. Pinch the exposed part of the dressing to pick it up and place the untouched side of the dressing directly on the wound.

______ 9. Secure the dressing in place with tape or a bandage wrap.

______ 10. Provide for resident comfort.

______ 11. Discard used supplies.

______ 12. Wash your hands.

______ 13. Report and record your actions and observations, following facility policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 52

Procedure: Assist With a Physical Examination

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Flashlight, ophthalmoscope, otoscope, thermometer, stethoscope, sphygmomanometer, nasal speculum, vaginal speculum, percussion hammer, tuning fork, emesis basin, tape measure, tongue depressors, gloves, tissues, lubricant, cotton balls, cotton tipped applicators, disposable drape, specimen containers, slides, skin pencil, eye chart (Snellen), paper towels, container for soiled instruments, cart if equipment is to be transported to the resident's room.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Identify the resident.

_____ 4. Explain the procedure.

_____ 5. Provide privacy or assist to the examination room and provide privacy.

_____ 6. Assist the resident to put on an examination gown.

_____ 7. Encourage the resident to urinate prior to the examination.

_____ 8. Position the resident on the bed or examination table as requested and elevate the bed to a comfortable working level.

_____ 9. Place the bed in a horizontal position and drape the resident. Place a chux under the buttocks and untie the gown.

_____ 10. Arrange for adequate lighting.

_____ 11. Remain with the resident and put the call signal on for the licensed nurse or physician, indicating that the resident is ready for the examination.

Comments:

Student's signature ________________ Date ________________

Instructor's signature ________________ Date ________________

Number 53

Procedure: Postmortem Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Postmortem kit, chux, towels, washcloth, soap dish, soap, basin of warm water, tape, dressings, gown, disposable gloves.

______ 1. Assemble equipment.

______ 2. Wash hands and apply gloves.

______ 3. Identify the patient.

______ 4. Provide privacy.

______ 5. Elevate bed to working level.

______ 6. Position body in supine position.

______ 7. Close eyes.

______ 8. Replace dentures or place in labeled container.

______ 9. Close mouth.

______ 10. Remove jewelry, eyeglasses, hearing aids (check policy). Ask a licensed nurse to remove any tubes or catheters from the body.

______ 11. Bathe body.

______ 12. Place disposable chux under buttocks.

______ 13. Assist with dressing changes as needed.

______ 14. Apply clean gown.

______ 15. Comb hair.

______ 16. Cover body with sheet.

______ 17. Gather all belongings and label bag with residents name.

______ 18. Remove used supplies and equipment.

______ 19. Make room tidy.

______ 20. Provide privacy for family to view body. Give residents possessions to family after viewing, if appropriate (check policy).

______ 21. Obtain a stretcher.

______ 22. Pad ankles and knees - tie lightly.

______ 23. Fold arms over abdomen - tie loosely.

______ 24. Attach completed identification tags.

______ 25. Cover body with shroud/sheet and secure (tie or pin). Attach identification tag.

______ 26. Transfer body to stretcher and transport to holding area/morgue.

______ 27. Strip and clean resident's unit.

______ 28. Wash hands.

______ 29. Report your actions to the charge nurse.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 54

Procedure: Assisting to Ambulate Using a Cane or Walker

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Cane or walker, appropriate footwear, gait belt (if needed)

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Identify the resident.

______ 5. Explain the procedure.

______ 6. Check cane or walker for safety.

______ 7. Help resident to put on footwear.

______ 8. Assist to sitting position with feet resting on floor.

______ 9. Secure gait belt snug enough to provide support and loose enough to provide for comfort.

______ 10. Place walker or cane within resident's reach.

______ 11. Assist to stand.

______ 12. Have resident use ambulatory device to maintain balance.

______ 13. Walk beside resident while grasping gait belt to provide support.

______ 14. Ambulate as ordered.

______ 15. Observe for discomfort or weakness.

______ 16. Return to room and provide for comfort.

______ 17. Wash your hands.

______ 18. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 55

Procedure: Using a Mechanical Lift

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Mechanical lift, sling, arm chair or wheelchair, slippers and bathblanket

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Request help as needed from coworkers.

______ 7. Center the sling under the resident, by turning from side to side.

______ 8. Position the lower edge of the sling behind the knees.

______ 9. Place the arm chair or wheelchair beside the bed with the back of the chair even with the headboard.

______ 10. Lock wheels on bed and wheelchair. Place bath blanket on chair.

______ 11. Lower the bed to lowest position, and elevate head of bed to sitting position.

______ 12. Attach the sling to the straps or chains with hooks fastened away from resident's skin.

______ 13. Fold arms across resident's chest and slowly raise the resident.

______ 14. Ask assistant to support resident's legs during transfer.

______ 15. Slowly lower the resident into the chair.

______ 16. Sling remains under resident.

_____ 17. Apply slippers, bathblanket or lap robe and provide for comfort.

_____ 18. Position call signal and be sure resident is secure in chair.

_____ 19. Wash your hands.

_____ 20. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 56

Procedure: Range of Motion Exercises

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Bath blanket

Note: Perform exercises on one side of the body and then repeat the exercises on the opposite side. Each movement is repeated three times unless otherwise ordered.

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Elevate the bed to a comfortable working level.

______ 7. Cover resident with bath blanket and fan-fold top linens to bottom of bed.

______ 8. Position resident on back in good body alignment.

______ 9. Exercise the neck.
    Head flexion, extension and hyperextension
    Head right and left rotation
    Head right and left lateral flexion

______ 10. Exercise the shoulder.
    Shoulder flexion, extension and hyperextension
    Shoulder abduction and adduction
    Shoulder internal and external rotation
    Shoulder horizontal abduction and adduction

______ 11. Exercise the elbow, forearm and wrist.
  - Elbow flexion and extension
  - Forearm pronation and supination
  - Wrist flexion, extension and hyperextension
  - Wrist ulnar and radial deviation

______ 12. Exercise the hand and each finger
  - Finger flexion and extension
  - Finger adduction and abduction
  - Finger/Thumb opposition

______ 13. Exercise the hip and knee.
  - Hip flexion and extension
  - Hip abduction and adduction
  - Hip internal and external rotation
  - Knee flexion and extension

______ 14. Exercise ankle, foot and toes.
  - Ankle dorsal flexion and plantar flexion
  - Foot eversion and inversion
  - Toe abduction and adduction
  - Toe flexion and extension

______ 15. Repeat exercise for opposite side of the body after going to the other side of the bed.

______ 16. Provide for comfort.

______ 17. Lower bed to lowest position.

______ 18. Replace top linens.

______ 19. Return bath blanket to the appropriate place.

______ 20. Wash your hands.

______ 21. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 57

**Procedure:** Assist the Resident to Dangle, Stand and Walk

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

**Equipment:** Slippers or shoes, (brace, prosthesis, cane, walker, crutches, gait belt, as needed)

______ 1. Review ambulation instructions.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Identify the resident.

______ 5. Provide privacy.

______ 6. Explain the procedure.

______ 7. Raise the head of the bed and allow the resident to remain in a sitting position for several minutes.

______ 8. Put shoes or slippers on the resident.

______ 9. Assist the resident to move to the side of the bed.

______ 10. Support the resident's neck and shoulder with one hand, while using the other hand to move the legs over the edge of the mattress.

______ 11. Stand in front of the resident observing for signs of weakness.

______ 12. Allow the resident to dangle for several minutes.

______ 13. Apply brace, or prosthesis and/or place ambulation aids within resident's reach, if needed.

______ 14. Apply gait belt, if needed.

______ 15. Assist to stand by having resident put hands on your shoulders, while you place your hands under the resident's arms.

______ 16. Use good body mechanics to pull the resident to a standing position on the count of three.

______ 17. Allow the resident to stand for several minutes prior to walking.

______ 18. Walk beside resident, while grasping gait belt to provide support.

______ 19. Ambulate as ordered.

______ 20. Observe for discomfort or weakness.

______ 21. Return to room and provide for comfort.

______ 22. Wash your hands.

______ 23. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 58

Procedure: Moving the Resident Up in Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

Equipment: Special equipment not required

______ 1. Request help as needed from coworkers.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Lock wheels on bed.

______ 7. Raise bed to working level.

______ 8. Lower bed to flat position.

______ 9. Place pillow against headboard.

______ 10. Position a person on either side of the bed.

______ 11. Using good body mechanics, place one arm under the residents shoulder and one arm under the resident's thigh.

______ 12. Ask the resident to help, if able, by flexing both knees and grasping headboard with hands.

______ 13. Explain that on the count of three the resident should pull up with hands and push against the bed with the feet, as you and coworker move the resident up in bed.

______ 14. Place pillow under residents head.

______ 15. Provide for comfort.

______ 16. Wash your hands.

______ 17. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 59

Procedure: Moving the Resident Up in Bed Using a Turning Sheet

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Turning sheet (draw sheet or full flat sheet folded in half)

______ 1. Request help from a coworker.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Lock wheels on bed.

______ 7. Raise bed to working level.

______ 8. Lower head of bed to flat position.

______ 9. Place pillow against headboard.

______ 10. Position a person on either side of the bed.

______ 11. Roll the turning sheet up close to the resident and grasp the sheet firmly at the shoulder and buttocks area.

______ 12. Using good body mechanics, slide the resident up in bed on the count of three (resident's buttocks must clear the mattress).

______ 13. Place pillow under resident's head.

______ 14. Adjust linens and provide for comfort.

______ 15. Wash hands.

______ 16. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ______________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 60

Procedure: Turning the Resident Toward You

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Pillows with pillowcase covers

______ 1. Wash your hands.

______ 2. Identify the resident.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Lock bed wheels.

______ 6. Elevate bed to position of comfort.

______ 7. Lower head of bed to as flat a position as possible.

______ 8. Stand opposite side of bed to which you will turn resident.

______ 9. Lower side rail on side nearest you.

______ 10. Move resident to side of bed nearest you.

______ 11. Cross resident's arms over chest.

______ 12. Cross leg nearest you over opposite leg.

______ 13. Raise side rail and go to opposite side of bed.

______ 14. Lower side rail and roll the resident gently toward you.

______ 15. Position in good body alignment.

______ 16. Place pillow under head and shoulder.

______ 17. Position other pillows as needed for support.

______ 18. Raise side rail.

______ 19. Lower bed to lowest position.

______ 20. Place call signal within resident's reach.

______ 21. Wash your hands.

______ 22. Report and record your actions and any unusual observations, following facility policy.

Comments:

Student's signature ________________________ Date ______________________

Instructor's signature _______________________ Date ______________________

Number 61

Procedure: Bed to Chair Transfer

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Shoes or slippers, bath blanket, arm chair or wheelchair, transfer belt

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Identify the resident.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Lock wheels on bed

______ 7. Place chair or wheelchair beside bed, with wheels locked, with the back of the chair even with the bed head board.

______ 8. Position folded bath blanket on chair.

______ 9. Place bed in lowest position.

______ 10. Elevate head of bed.

______ 11. Fanfold top linens to bottom of bed.

______ 12. Assist resident, as needed, to put on shoes or slippers.

______ 13. Help resident to move to the side of the bed.

______ 14. Assist to sitting position and allow to dangle for several minutes.

______ 15. Help resident to stand
- ask resident to put hands on your shoulders
- place your hands under the resident's arms or use transfer belt
- block resident's feet with your feet and brace your knees against the resident's knees
- use good body mechanics to pull the resident to a standing position on the count of three

______ 16. Assist resident to turn slowly until his back faces the chair.

______ 17. Lower resident slowly to a sitting position.

______ 18. Provide for comfort.

______ 19. Wash your hands.

______ 20. Report your actions and any unusual observations, following facility policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

# APPENDIX D

## HOME HEALTH PROCEDURES

Number 1

Procedure: Documentation on the Patient's Record

To be completed by student:

Name:______________________________ Social Security Number:____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice________________________

Equipment: Patient's record, pen for recording, notes you have made on patient for charting.

______ 1. Check for right patient, right record and right address.

______ 2. Review each form for identifying information and complete as necessary.

______ 3. Date and time each entry.

______ 4. Record care as soon as possible after event.

______ 5. Use correct color of ink.

______ 6. Document according to agency policy.

______ 7. Record entries in proper time sequence.

______ 8. Make entries brief, objective and accurate.

______ 9. Spell each word correctly.

______ 10. Print or write legibly.

______ 11. Leave no blank spaces or lines between entries.

______ 12. Sign the first entry on each page with full name and title. Initial additional entries.

______ 13. Correct errors according to agency policy.

______ 14. Place lab reports on proper sheet.

______ 15. Complete other forms as directed.
graphic sheets
intake and output records
diabetic urine testing records
flow sheets

______ 16. Use only abbreviations approved for use by your agency.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 2

Procedure: Handwashing

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________

Equipment: Soap dispenser, sink, running water, paper towels, waste container; waterless product

_____ 1. Assemble equipment.

_____ 2. Turn faucet on with dry paper towel.

_____ 3. Adjust water temperature until it is warm.

_____ 4. Discard paper towel in waste container.

_____ 5. Wet hands with the fingertips pointed downward.

_____ 6. Apply soap and use friction.

_____ 7. Lather well, keeping hands lower than elbows.

_____ 8. Rub the hands together in a circular motion for one full minute.

_____ 9. Clean under your nails by rubbing against palms.

_____ 10. Wash two inches above your wrists.

_____ 11. Rinse the hands with running water.

_____ 12. Dry hands thoroughly with paper towel.

_____ 13. Turn faucet off with paper towel.

_____ 14. Discard paper towel in waste container.

_____ 15. Follow manufacturer's directions for waterless handwashing products.

Comments:

Student's signature ____________________ Date ________________

Instructor's signature __________________ Date ________________

Number 3

Procedure: Terminal Cleaning of the Patient's Room

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ______________

Equipment: Basin/Bucket of warm water, cleaning cloths, disinfectant solution, laundry hamper, plastic bags

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Remove all disposable material and place it in plastic bags to be thrown away.

______ 4. Remove all basic equipment from the bedside stand and clean/disinfect or sterilize according to agency policy.

______ 5. Wash any special equipment with disinfectant solution and return to the proper area.

______ 6. Strip soiled linen from the bed and place in the laundry hamper.

______ 7. Wash plastic cover on mattress and pillow with disinfectant solution.

______ 8. Wash bed frame with disinfectant solution.

______ 9. Wash over bed table and bedside stand with disinfectant solution.

______ 10. Damp dust light fixture, call bell, telephone, chairs and windowsills with disinfectant solution.

______ 11. Place clean equipment in bedside stand according to agency policy.

______ 12. Air bed to be sure all moisture has evaporated.

______ 13. Remake bed according to agency procedure.

______ 14. Place bed in lowest horizontal position.

______ 15. Place furniture in proper position.

______ 16. Check call bell, telephone and light bulbs to make sure all are in working order.

______ 17. Line the wastebasket with a new plastic bag.

______ 18. Check the side rails on the bed to be sure they are securely attached and leave in down position.

______ 19. Leave the room orderly.

______ 20. Return cleaning supplies to proper area.

______ 21. Wash hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 4

Procedure: Wearing a Face Mask

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ______________

Equipment: Disposable face mask

_____ 1. Wash your hands.

_____ 2. Pick mask up by upper ties and avoid touching the portion that will cover your face.

_____ 3. Adjust the mask over your nose and mouth.

_____ 4. Place upper strings over ears and tie at back of head in a bow.

_____ 5. Tie lower strings in a bow at back of neck.

_____ 6. Replace mask if it becomes moist or contaminated.

_____ 7. Wash hands prior to removal of mask.

_____ 8. Untie the lower strings.

_____ 9. Untie the upper strings and remove the mask by holding the top strings.

_____ 10. Bring the strings together and discard the mask in the wastebasket.

_____ 11. Wash your hands.

Comments:

Student's signature ______________________ Date ______________

Instructor's signature ______________________ Date ______________

Number 5

Procedure: Wearing an Isolation Gown

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Isolation gown

Putting on an isolation gown

______ 1. Wash your hands.

______ 2. Roll uniform sleeves above elbows if wearing a long-sleeved uniform.

______ 3. Put on cover gown by slipping arms into sleeves.

______ 4. Slip fingers under inside neckband and grasp ties in the back.

______ 5. Tie in bow or fasten velcro strip.

______ 6. Grasp the edges of the gown and pull to back.

______ 7. Overlap the edges, closing the opening so that the uniform is completely covered.

______ 8. Tie waist strings in a bow or fasten velcro strip.

Removing an isolation gown

______ 1. Undo the waist strings and loosen the gown.

______ 2. Wash your hands.

______ 3. Undo the neck strings.

______ 4. Slip the fingers of the right hand inside the left cuff without touching the outside of the gown.

______ 5. Pull gown down over left hand.

______ 6. Pull the gown down over the right hand, with the gown covered left hand.

______ 7. Remove the gown by rolling it in a ball, contaminated side inward.

______ 8. Dispose of gown in hamper or trash container.

______ 9. Wash your hands.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 6

Procedure: Removing Contaminated Disposable Gloves

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________________ Needs more practice ______________________

Equipment: Contaminated disposable gloves

______ 1. Place soiled gloved fingers of the dominant hand under the cuff of the glove on the opposite hand.

______ 2. Use care to touch only the glove.

______ 3. Pull the glove on the opposite hand down over the fingers until the thumb is exposed.

______ 4. Put the uncovered thumb inside the cuff of the dominant hand, while allowing the glove covered fingers of the opposite hand to touch only the outside portion of the soiled glove.

______ 5. Pull the glove down over the dominant hand almost to the fingertips and slip the glove on to the opposite hand.

______ 6. Using the dominant hand to touch only the inside of the opposite glove, continue to pull the opposite glove over the dominant glove until only the clean surface is exposed.

______ 7. Follow agency policy for disposal of gloves in proper receptacle.

______ 8. Wash your hands.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 7

Procedure: Disposing of Equipment from the Isolation Unit

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Clean bags, isolation labels, tape/ties

______ 1. Ask co-worker or family member to stand outside the isolation unit to help.

______ 2. Gown and enter the isolation unit.

______ 3. Gather all items to leave the room and place them in clean bags. Use separate bags for dry garbage, wet garbage, glass, linens and equipment to be sterilized.

______ 4. Seal the bags with tape/ties.

______ 5. Open the door and place each bag in a second bag that is being held by the co-worker or family member outside the room.

______ 6. Ask the co-worker or family member to seal the clean bags securely with tape/ties.

______ 7. Use correct procedure for removing gown, mask and gloves.

______ 8. Wash hands.

______ 9. Label isolation bags properly and dispose of in proper manner.

Comments:

Student's signature _________________________ Date ______________________

Instructor's signature _______________________ Date ______________________

Number 8

Procedure: Specimen Collection in the Isolation Unit

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Specimen container, paper towels

______ 1. Check physician's order.

______ 2. Assemble equipment.

______ 3. Wash hands.

______ 4. Explain the procedure to the patient.

______ 5. Gown according to type of isolation.

______ 6. Place specimen container on clean paper towel.

______ 7. Collect the specimen.

______ 8. Cover specimen and label container.

______ 9. Remove isolation garb.

______ 10. Wash your hands.

______ 11. Pick up specimen container, using a clean paper towel, and place in a clear plastic bag for transport.

______ 12. Wash your hands.

______ 13. Transport specimen as directed by your agency.

______ 14. Chart the procedure, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 9

Procedure: Applying Wrist and Ankle Restraints

To be completed by student:

Name: ____________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ____________________ Needs more practice ______________

Equipment: Thick gauze pad, bandage roll of gauze, tape

_____ 1. Check the physician's order.

_____ 2. Wash your hands.

_____ 3. Assemble equipment.

_____ 4. Provide privacy.

_____ 5. Explain what you are going to do.

_____ 6. Position patient comfortably and in good body alignment.

_____ 7. Pad the wrist or ankle with the gauze pad and tape it securely (not too tight).

_____ 8. Make a clove hitch from the roll of gauze bandage and apply to the wrist or ankle.

_____ 9. Tie ends to the bed frame using a square knot.

_____ 10. Check the pulse, color and temperature of the restrained extremity every 15 minutes.

_____ 11. Place the call signal within the patient's reach, or check on the patient frequently.

_____ 12. Wash your hands.

_____ 13. Report and record the procedure following agency policy.

_____ 14. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint

Comments:

Student's signature ____________________ Date ______________

Instructor's signature ____________________ Date ______________

Number 10

Procedure: Applying Mitt Restraints

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Two mitt restraints, two washcloths, tape

______ 1. Check the physician's order.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain what you are going to do.

______ 6. Check to be sure the patient's hands are clean and dry.

______ 7. Make handrolls from washcloths and give to resident to grasp.

______ 8. Apply the mitt restraints.

______ 9. Tie the straps to the bed frame using a square knot.

______ 10. Check patient frequently, as restraint will prevent use of call signal.

______ 11. Wash your hands.

______ 12. Report and record the procedure following agency policy.

______ 13. Remove restraints, for 10 minutes, every two hours and exercise the extremity prior to reapplication of the restraint.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 11

Procedure: Applying a Jacket Restraint

To be completed by student:

Name: ______________________________ Social Security Number: ___________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Jacket restraint in appropriate size

______ 1. Check the physician's order.

______ 2. Request assistance if needed.

______ 3. Wash your hands.

______ 4. Assemble equipment.

______ 5. Provide privacy.

______ 6. Explain what you are going to do.

______ 7. Assist the patient to a sitting position, if the patient is in bed.

______ 8. Put the patient 's arms through the arm holes of the jacket restraint and cross the vest in the front.

______ 9. Check the restraint to be sure it is free of wrinkles.

______ 10. Assist the patient to lie down, if the patient is in bed.

______ 11. Put the ties through the jacket slots.

______ 12. Position patient comfortably and in good body alignment. (In bed or chair)

______ 13. Tie the straps to the bed frame or wheelchair frame using a square knot.

______ 14. Place the call signal within the patient's reach.

______ 15. Wash your hands.

______ 16. Report and record the procedure following agency policy.

______ 17. Remove the restraint, for 10 minutes, every two hours and allow the patient to exercise.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature _________________________ Date ________________________

Number 12

Procedure: Applying a Safety Belt

To be completed by student:

Name: ______________________________ Social Security Number: __________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________________ Needs more practice ______________________

Equipment: Safety belt in appropriate size

______ 1. Check the physician's order.

______ 2. Request assistance if needed.

______ 3. Wash your hands.

______ 4. Assemble equipment.

______ 5. Provide privacy.

______ 6. Explain what you are going to do.

______ 7. Assist the patient to a sitting position, if the patient is in bed.

______ 8. Place the belt around the front of the patient's waist, passing the ties across the back.

______ 9. Check the restraint to be sure it is free of wrinkles.

______ 10. Put the ties through the belt slots.

______ 11. Assist the patient to lie down, if the patient is in bed.

______ 12. Position patient comfortably and in good body alignment. (In bed or chair)

______ 13. Tie the straps to the bed frame or wheelchair frame using a square knot.

______ 14. Place the call signal within the patient's reach.

______ 15. Wash your hands.

______ 16. Report and record the procedure following agency policy.

______ 17. Remove the restraint for, for 10 minutes, every two hours and allow the patient to exercise prior to reapplication of the restraint.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 13

Procedure: Feeding a Patient

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Bedpan/urinal, basin, towel, washcloth, soap, oral hygiene items

______ 1. Wash hands.

______ 2. Assemble equipment.

______ 3. Tell patient it is meal time.

______ 4. Offer bedpan/urinal.

______ 5. Elevate head of bed.

______ 6. Assist with oral hygiene.

______ 7. Wash face and hands.

______ 8. Clean and position overbed table.

______ 9. Obtain and check tray - note type of diet and food present.

______ 10. Position towel/napkin under chin.

______ 11. Assist patient as needed while encouraging him/her to do as much as possible.

______ 12. Test hot food/liquids on wrist.

______ 13. Use straw for liquids, if appropriate.

______ 14. Hold spoon at right angle.

______ 15. Feed patient from tip of half filled spoon.

______ 16. Tell patient what he or she is eating.

______ 17. Provide time to chew.

______ 18. Alternate solids and liquids.

______ 19. Blot mouth properly.

______ 20. Encourage patient to eat as much as possible.

______ 21. Wash patient's hands when finished.

______ 22. Assist to comfortable position.

______ 23. Remove tray and place call signal and supplies within reach.

______ 24. Note and record amount of food consumed.

______ 25. Record liquids if pateint is on Intake and Output.

______ 26. Clean and replace equipment.

______ 27. Wash hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 14

Procedure: Serving Supplementary Nourishments

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Small tray, nourishment, napkin, feeding aids (straw, flatware).

_____ 1. Wash your hands.

_____ 2. Assemble equipment.

_____ 3. Allow patient to choose from available nourishments when possible.

_____ 4. Place small tray containing nourishment, napkin and feeding aids within the patient's reach.

_____ 5. Feed the patient if he/she is unable to take nourishment alone.

_____ 6. Remove used glasses and dishes when the patient finishes the nourishment.

_____ 7. Record on intake/output record if required.

_____ 8. Return used equipment to the kitchen to be washed.

_____ 9. Wash your hands.

Comments:

Student's signature ________________ Date ________________

Instructor's signature ________________ Date ________________

Number 15

Procedure: Providing Fresh Drinking Water

To be completed by student:

Name: ____________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ____________________ Needs more practice ____________________

Equipment: Pitcher, unbreakable glass, tray, straw.

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Add ice and water to pitcher.

______ 4. Remove used equipment and replace with the pitcher, unbreakable glass and straw.

______ 5. Place fresh drinking water within the patient's reach.

______ 6. Offer to fill the glass with fresh water.

______ 7. Record on intake/output record if required.

______ 8. Return the used equipment to the kitchen to be washed.

______ 9. Wash your hands.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 16

Procedure: Making a Closed Bed

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Mattress pad, two sheets, blanket and/or bedspread, pillowcases as needed, bath towel, washcloth, patient gown, bath blanket (plastic drawsheet and linen drawsheet, if used by agency)

_____ 1. Wash your hands.

_____ 2. Assemble linens.

_____ 3. Place clean linen on chair in order of use.

_____ 4. Elevate the bed to a comfortable working level.

_____ 5. Move the mattress to the head of the bed.

_____ 6. Place mattress pad even with the top of the mattress.

_____ 7. Place bottom sheet on top of mattress pad.
  a. unfold sheet lengthwise
  b. centerfold in middle of bed
  c. hem stitching faces mattress pad
  d. lower edge of sheet even with mattress at bottom

_____ 8. Tuck sheet smoothly over top of mattress.

_____ 9. Miter corner.

_____ 10. Keep sheet straight and tuck in side of mattress.

_____ 11. Work from the head to the foot of the bed.

_____ 12. Apply plastic and linen drawsheets.

_____ 13. Apply top sheet, wrong side up, hem even with upper edge of mattress.

_____ 14. Spread and center blanket and/or bedspread.

_____ 15. Miter corner at bottom side of bed.

_____ 16. Go to the other side of the bed and fold the top linens to the center of the bed.

_____ 17. Tuck bottom sheet under head of mattress and miter corner.

_____ 18. Pull sheet tight and tuck under side of mattress, working from top to bottom of bed.

______ 19. Pull drawsheets tight and tuck under mattress separately.

______ 20. Straighten top sheet, blanket and/or bedspread and tuck in at foot of bed.

______ 21. Miter corner.

______ 22. Fold top sheet back over blanket and/or bedspread at top of bed.

______ 23. Insert pillow into pillowcase
  a. grasp center of the outside of the pillowcase end seam, and turn the case back over your hand
  b. grasp the pillow through the case and bring case down over pillow
  c. fold the extra material from the side seam of the pillowcase under the pillow

______ 24. Place the pillow on the bed with the open end away from the door

______ 25. Adjust the bed to its lowest horizontal position.

______ 26. Leave room in neat and orderly condition.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 17

Procedure: Opening the Closed Bed

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Special equipment not required.

_____ 1. Wash your hands.

_____ 2. Elevate bed to comfortable working position

_____ 3. Face head of bed and grasp top sheet, blanket and/or spread and fanfold top linens to foot of bed.

_____ 4. Make toe pleat at bottom of bed.

_____ 5. Adjust bed to lowest horizontal position.

_____ 6. Place overbed table over foot of bed.

_____ 7. Leave room in neat and orderly condition.

_____ 8. Wash your hands.

Comments:

Student's signature __________________ Date ________________

Instructor's signature __________________ Date ________________

Number 18

Procedure: Making an Occupied Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

Equipment: Laundry bag, two sheets, blanket and/or bedspread, pillowcases as needed, bathtowel, washcloth, patient gown, (plastic drawsheet and linen drawsheet, if used by agency)

______ 1. Wash your hands.

______ 2. Assemble linens.

______ 3. Provide privacy.

______ 4. Place clean linen on chair in order of use.

______ 5. Hang laundry bag over back of chair.

______ 6. Elevate the bed to a comfortable working level and adjust to as flat a position as possible.

______ 7. Lower the siderail on the side of the bed where you will be working, while making sure the opposite side rail is up and secure.

______ 8. Loosen top linens at the foot of the bed.

______ 9. Place bath blanket over top linens.

______ 10. Ask patient to hold the top edge of the bath blanket or tuck under shoulders.

______ 11. Slide top linens from top to bottom, leaving bath blanket to cover patient.

______ 12. Discard top linens in laundry bag following proper technique for handling soiled linen.

______ 13. Move the mattress toward the head of the bed.

______ 14. Have the patient grasp the side rail and turn to the side of the bed away from you.

______ 15. Adjust the pillow for comfort

______ 16. Loosen bottom linens from the head to the bottom of the bed and fold toward the patient.

______ 17. Straighten the mattress pad and place clean bottom sheet on top of the mattress pad with center fold next to the patient, and the bottom edge even with the foot of the mattress.

______ 18. Tuck in sheet at top, miter corner and tuck sheet under side of mattress.

______ 19. Apply plastic and linen draw sheet and tuck in separately.

______ 20. Assist patient to turn toward you.

______ 21. Pull siderail up, go to opposite side of bed and lower the siderail.

______ 22. Remove soiled bottom linen and place in laundry bag following proper technique for handling soiled linen.

______ 23. Pull clean bottom linen tight. Tuck sheet in top of mattress, miter corner and tuck in side of mattress. If used, plastic and linen drawsheets should be pulled tight and tucked in separately.

______ 24. Position patient in supine position in center of bed, with pillow adjusted for comfort.

______ 25. Apply top linen and pillow case in same manner as used for an closed bed.

______ 26. Remove bath blanket prior to tucking in top linens.

______ 27. Adjust the bed to lowest position.

______ 28. Elevate side rails.

______ 29. Remove laundry bag, and reposition chair and overbed table.

______ 30. Discard laundry bag in proper place.

______ 31. Wash hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 19

Procedure: Assisting With Oral Hygiene

To be completed by student:

Name: ______________________ Social Security Number: ________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Mouthwash, toothbrush, toothpaste or powder, emesis basin, disposable cup filled with cool water, towel, tissues, straw.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Assist patient to bathroom and ask that he/she brush his/her teeth.

_____ 6. Elevate the head of the bed to a sitting position, if the patient is unable to ambulate to the bathroom..

_____ 7. Place towel across chest to protect clothing and linen.

_____ 8. Pour water over toothbrush and put toothpaste or powder on brush. Have patient do this, if able.

_____ 9. Give the brush to the patient and encourage the patient to brush his or her own teeth.

_____ 10. Brush all surfaces with an up and down motion, if patient is unable to brush his or her teeth.

_____ 11. Give the patient cool water in a cup to rinse mouth. Use straw, tissues and emesis basin as needed.

_____ 12. Offer diluted mouthwash, if desired. Use emesis basin and tissues to blot mouth.

_____ 13. Clean equipment and tidy area.

_____ 14. Provide for comfort.

_____ 15. Wash your hands.

_____ 16. Report and record any unusual observations following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 20

Procedure: Providing Oral Hygiene for the Unconscious Patient

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Emesis basin, towel, tongue depressor, glycerine and lemon swabs, lip lubricant, disposable cup filled with cool water, swabs.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure as patient may be able to hear.

______ 5. Elevate the head of the bed.

______ 6. Stand at the side of the bed with the patient facing you. Place emesis basin under patient's chin.

______ 7. Place towel under the chin and across the chest.

______ 8. Open the patient's mouth and hold the tongue in place with a tongue blade.

______ 9. Wipe the patient's entire mouth with a prepared swab. Clean the roof of the mouth, the tongue, inside the cheeks, and the lips.

______ 10. Rinse with swabs dipped in cool water.

______ 11. Dry patient's face with towel and apply lubricant to patient's lips.

______ 12. Provide for comfort.

______ 13. Clean and dispose of equipment in proper area.

______ 14. Wash hands.

______ 15. Report any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 21

Procedure: Assisting With Denture Care

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _________________ Needs more practice __________________

Equipment: Denture cup, tissues, mouthwash, toothbrush, toothpaste or powder, emesis basin, cleaning tablet.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Assist patient to bathroom and ask to clean dentures.

_____ 6. Elevate the head of the bed to a sitting position, if patient is unable to ambulate to bathroom and unable to clean dentures.

_____ 7. Provide tissue for removal of dentures.

_____ 8. Assist with removal of dentures, if necessary, by pushing gently to break the suction.

_____ 9. Carefully place the dentures in a denture cup and carry to the bathroom sink.

_____ 10. Soak in a solution with a cleaning tablet before brushing, if necessary.

_____ 11. Brush the dentures using toothbrush, toothpaste or powder and warm water, while holding the dentures in the palm of the hand.

_____ 12. Brush until all surfaces are clean.

_____ 13. Rinse dentures thoroughly with cool water.

_____ 14. Rinse denture cup and fill with cool water.

_____ 15. Place dentures in the denture cup.

_____ 16. Take the dentures to the bedside, in the denture cup filled with cool water.

_____ 17. Assist patient to rinse mouth with diluted mouthwash. Offer swabs or soft toothbrush to clean roof of mouth. Use emesis basin and tissues.

______ 18. Return dentures to patient and insert if necessary.

______ 19. Provide for comfort.

______ 20. Clean equipment and tidy area.

______ 21. Wash your hands.

______ 22. Report and record any unusual observations, following agency policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ______________________ Date ________________________

Number 22

Procedure: Cleaning and Trimming the Nails

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Nail clippers, emery board or nail file, orange stick, basin of warm water, towel, lotion.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Protect the bed with a towel.

_____ 6. Place hand or foot in warm water and wash.

_____ 7. Clean nails using orange stick.

_____ 8. Dry hand or foot.

_____ 9. Trim nails straight across using clippers.

_____ 10. File rough edges till smoth with nail file or emery board.

_____ 11. Apply lotion and gently massage hand or foot.

_____ 12. Repeat the procedure for the other hand or foot.

_____ 13. Clean and return equipment to the proper place.

_____ 14. Provide for comfort.

_____ 15. Wash your hands.

_____ 16. Record your actions and report any unusual observations, following agency policy.

_____ 17. Report any injury immediately.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 23

Procedure: Assist the Patient With Shaving

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Basin of warm water, shaving cream, safety razor or electric razor, towel, washcloth, mirror, aftershave lotion or powder, tissues.

Safety Razor

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Provide adequate lighting.

______ 6. Elevate the head of the bed.

______ 7. Spread a towel under the patient's chin.

______ 8. Place dentures in the patient's mouth, if worn.

______ 9. Moisten face and apply shaving cream.

______ 10. Hold the skin taut as you shave in the direction that the hair grows.

______ 11. Use firm short strokes and rinse razor frequently.

______ 12. Start under sideburns, in front of the ear and work downward over the cheek toward the chin. Shave chin carefully. Work upward on the neck under the chin. When shaving the chin or under the nose ask the patient to hold the skin tight.

______ 13. Apply pressure with a tissue directly over the area, if you nick the patient's skin, and apply an antiseptic.

______ 14. Wash off remaining soap when finished shaving.

______ 15. Apply after shave lotion or powder, if desired.

______ 16. Clean and return equipment to its proper place.

______ 17. Provide for comfort.

_____ 18. Wash your hands.

_____ 19. Record your actions and report any unusual observations, following agency policy.

_____ 20. Report any injury immediately.

Electric Razor

Carry out steps 1 through 8 under safety razor.

_____ 9. Read the instructions that came with the electric razor.

_____ 10. Follow patient preference as to dry skin or use of pre shave lotion.

_____ 11. Hold the skin taut and shave all areas of the face. Some razors require short circular strokes, while others require short strokes in the direction the hair grows.

_____ 12. Wash and dry the face thoroughly when finished.

Carry out steps 15 through 20 under Safety Razor.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 24

Procedure: Care of the Hair

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass __________________ Needs more practice ____________________

Equipment: Towel, comb and brush, personal equipment and products.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Assist the patient to a chair or elevate the head of the bed.

______ 6. Place a towel around the patient's shoulders.

______ 7. Place a towel across the pillow if patient is to remain in bed.

______ 8. Assist with removal of eyeglasses.

______ 9. Part or section hair and comb with one hand placed between scalp and end of hair.

______ 10. Brush gently from scalp to hair ends.

______ 11. Style the patient's hair as requested using equipment and products preferred by the patient.

______ 12. Remove the towel.

______ 13. Provide for comfort.

______ 14. Return equipment to proper place.

______ 15. Wash your hands.

______ 16. Record your actions and report any unusual observations, following agency policy.

Comments:

Student's signature ______________________________ Date ______________________________

Instructor's signature ____________________________ Date ______________________________

Number 25

Procedure: Shampooing a Patient's Hair

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Washcloth, shampoo, towels, hair dryer.

______ 1. Check care plan for any special shampoo instructions.

______ 2. Assemble equipment.

______ 3. Wash your hands.

______ 4. Explain the procedure.

______ 5. Provide privacy.

______ 6. Wet the hair and apply shampoo. A dry washcloth can be used to protect eyes.

______ 7. Assist patient to wash the hair using fingertips to massage the scalp.

______ 8. Rinse the hair thoroughly.

______ 9. Repeat steps 6, 7, and 8.

______ 10. Apply hair care products, as desired.

______ 11. Comb hair gently and blow dry with hair dryer.

______ 12 Return equipment to proper place.

______ 13. Provide comfort.

______ 14. Wash your hands.

______ 15. Record your actions and report any unusual observations, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 26

Procedure: Dressing and Undressing the Patient

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice __________________

Equipment: Clothing selected by patient.

_____ 1. Wash your hands.

_____ 2. Identify the patient.

_____ 3. Provide privacy.

_____ 4. Explain what you plan to do for the patient.

_____ 5. Assist the patient to select clothing.

_____ 6. Open all zippers, buttons, and fasteners, and arrange garments in order of application.

_____ 7. Elevate the bed to a comfortable working position.

_____ 8. Apply a bath blanket and fanfold top linen to the bottom of the bed.

_____ 9. Remove night wear while keeping patient covered with bath blanket.

_____ 10. Apply undershirt, pull over shirt or dress by placing patient's hands in sleeves.
  a. adjust the garment as high on the arms as possible.
  b. gather garment to neck opening and slip over patient's head.
  c. position sleeves comfortably at shoulders.
  d. assist patient to sit forward and adjust garment to cover upper body.
  e. smooth and ease dress over lower body by pulling garment down or assisting the patient to roll from side to side while adjusting garment.

_____ 11. Secure any fasteners on clothing.

_____ 12. Apply button front shirt, blouse, or dress by inserting your hand through the sleeve farthest from you and grasping the wrist of the patient.
  a. slide the sleeve up the patient's arm and adjust at the shoulder.
  b. assist the patient to sit forward while arranging the garment around the patient's back.
  c. insert your hand through the sleeve nearest you and grasp the patient's wrist.
  d. slide the sleeve up the patient's arm and adjust at the shoulder.

_____ 13. Button or secure fasteners.

______ 14. Apply underwear, slacks, or trousers by gathering the fabric for the leg farthest from you and reaching through the leg to grasp the patient's ankle.
  a. pull the garment up as far as possible.
  b. repeat for the leg nearest you.
  c. assist the patient to raise the buttocks, while pulling garment to the waist.
  d. roll the patient on the side away from you while pulling up the other side, if the patient is unable to lift buttocks.

______ 15. Fasten slacks or trousers as indicated.

______ 16. Assist as needed with application of socks/stockings and shoes.

______ 17. Reverse the procedure to undress the patient.

______ 18. Provide for comfort.

______ 19. Wash your hands.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 27

Procedure: Complete Bed Bath

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Wash basin, bath thermometer, soap dish, soap, washcloth, towels, clean gown, bath blanket, body lotion, deodorant or antiperspirant, personal toilet articles, paper towels, laundry bag.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Offer the bedpan or urinal.

______ 6. Elevate bed to a comfortable working level with the siderail up on the far side of the bed.

______ 7. Remove blanket and bedspread and fold over the back of the chair.

______ 8. Place the bath blanket over the top sheet and then remove top sheet and place in laundry bag.

______ 9. Adjust the bed to a flat position, while providing for patient's comfort.

______ 10. Remove the patient's gown and place in laundry bag.

______ 11. Provide for oral hygiene.

______ 12. Shave the male patient.

______ 13. Place several paper towels on the overbed table, stand, or chair.

______ 14. Fill the wash basin two-thirds full with water at a temperature of 110-115 F.

______ 15. Place the wash basin on the paper towels.

______ 16. Place a bath towel across the patient's chest and make a mitt with the washcloth.

______ 17. Wash the eyes from the nose to the outer edge of the face. Ask the patient if he or she uses soap to wash his or her face. Wash the face, rinse and dry.

______ 18. Place towel under patient's arm farthest from you. Wash shoulders, axilla and arm. Rinse and dry the area thoroughly.

_____ 19. Place patient's hand in wash basin and wash and clean the fingernails.

_____ 20. Wash, rinse and dry the other shoulder, axilla, arm and hand in the same way.

_____ 21. Place towel across patient's chest and fold the bath blanket down. Wash the ears, neck and chest. Dry thoroughly and note condition of skin, especially under the female patient's breasts. Apply powder if desired.

_____ 22. Fold the bath blanket down to the pubic area and wash, rinse and dry the abdomen. Remove the towel and replace the bath blanket.

_____ 23. Change the water in the wash basin if it is soapy or cool, remembering to elevate the siderail.

_____ 24. Expose the leg farthest away and place the towel under the leg. Wash, rinse and dry the leg and foot. Foot can be placed in the wash basin. Dry well between toes.

_____ 25. Repeat for the other leg and foot.

_____ 26. Position patient on side and place towel on bed below patient's back. Wash, rinse and dry the back and buttocks.

_____ 27. Give a back rub using lotion and powder if desired.

_____ 28. Assist the patient to turn on his or her back.

_____ 29. Offer the patient a soapy washcloth to wash the genital area. If the patient is unable to do this, then wash from front toward rectum, rinse and dry.

_____ 30. Assist the patient to apply deodorant or antiperspirant, powder and or fragrance of choice.

_____ 31. Assist the patient to dress.

_____ 32. Comb the patient's hair and assist females with make-up application.

_____ 33. Provide comfort and assist to chair or make an occupied bed.

_____ 34. Clean and return equipment to its proper place.

_____ 35. Damp dust furniture and discard soiled linen.

_____ 36. Wash hands.

_____ 37. Record your action and report any unusual observations, following agency policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 28

Procedure: Tub Bath or Shower

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ________________________

Equipment: Soap, washcloth, towels, bathmat, chair or stool, clean clothing.

______ 1. Check care plan for any special bath instructions.

______ 2. Assemble equipment in bath or shower area.

______ 3. Wash your hands.

______ 4. Explain the procedure.

______ 5. Assist the patient to put on robe and slippers.

______ 6. Select clothing and gather personal items needed in the bathing area.

______ 7. Assist the patient to the bath tub or shower area.

______ 8. Clean the tub or shower.

______ 9. Provide privacy.

______ 10. Fill the tub half full of water at a temperature of 105° F, or regulate the shower to a comfortable temperature.

______ 11. Place bathmat or towel in front of tub or shower.

______ 12. Assist the patient to undress and get into the tub or shower.

______ 13. Stay with the patient and assist with washing as needed.

______ 14. Assist the patient out of the tub or shower and help dry by patting gently with a towel.

______ 15. Patient can stand on bathmat or sit on towel covered chair, as needed.

______ 16. Assist with deodorant or antiperspirant and personal hygiene items.

______ 17. Help the patient dress.

______ 18. Return the patient to his or her room.

_____ 19. Provide for comfort.

_____ 20. Return to the bathing area and clean the tub or shower.

_____ 21. Place soiled linen in laundry bag.

_____ 22. Wash your hands.

_____ 23. Record your action and report any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 29

Procedure: Perineal Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Basin of warm water, bedpan, chux, washcloth, towel, soap dish, soap, cotton balls, peribottle filled with warm water, disposable gloves (optional)

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Cover the patient with a bath blanket.

______ 6. Fanfold top linen to bottom of bed.

______ 7. Remove soiled clothing and pads.

______ 8. Place a chux under the patient.

Female Patients

______ 9. Drape the patient with the bath blanket and assist onto the bed pan.

______ 10. Put on disposable gloves.

______ 11. Squeeze peribottle to pour warm water over the perineal area.

______ 12. Seperate labia and clean downward from front to back using clean cotton balls for each wipe. Wipe once down each side and once down the center.

______ 13. Remove the bed pan and dispose of contents.

Male Patients (Follow steps one through eight)

______ 9. Put on disposable gloves.

______ 10. Cleanse penis by pushing back foreskin if the patient is uncircumcised and washing from uretheral opening toward body.

______ 11. Rinse the area and return the foreskin to its natural position.

______ 12. Cleanse the scrotum and rinse well

______ 13. Pat dry the penis and scrotum.

Female and Male Patients

______ 14. Wash rinse and dry the upper thighs.

______ 15. Assist the patient to turn to one side, away from you.

______ 16. Wash, rinse and dry the buttocks.

______ 17. Remove the chux. Remove disposable gloves.

______ 18. Replace the bath blanket with the top linen.

______ 19. Provide for comfort.

______ 20. Clean and return equipment to proper place.

______ 21. Wash your hands.

______ 22. Record your actions and report any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 30

Procedure: Giving a Back Rub

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Bath towel, washcloth, basin of warm water, soap, lotion, powder

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Raise the bed to a comfortable working level, and elevate the far side rail.

_____ 6. Place the patient in a prone or side lying position so his or her back is toward you.

_____ 7. Place lotion in basin of water to warm.

_____ 8. Position the towel on the bed along the patient's back.

_____ 9. Expose, wash and dry the patient's back.

_____ 10. Apply lotion to your hands and rub the back with a gentle but firm stroke.

_____ 11. Stroke upward from the base of the spine up the center, around the shoulders and down the sides of the back and buttocks for 3 to 5 minutes using circular motions and long smooth strokes.

_____ 12. Dry carefully and note any pressure areas to report. Apply powder, if desired.

_____ 13. Straighten and tighten bottom sheet.

_____ 14. Provide for comfort. Lower bed.

_____ 15. Clean and return equipment to proper place.

_____ 16. Wash your hands.

_____ 17. Record your actions and report any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 31

Procedure: Measuring an Oral Temperature (Glass Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Oral thermometer, tissues, paper and pen.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Explain the procedure.

______ 4. Provide privacy.

______ 5. Ask if the patient has recently had hot or cold fluids or been smoking. Wait 15 minutes if the response was positive.

______ 6. Rinse the thermometer with cool water, check for chips, and dry with tissue.

______ 7. Shake the mercury down. Apply disposable covers if used by your agency.

______ 8. Place the bulb end of the thermometer under the patient's tongue, and ask that the patient keep their mouth and lips closed.

______ 9. Leave the thermometer in the patient's mouth for 5 to 10 minutes. Pulse and respirations can be checked while waiting.

______ 10. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb or remove disposable cover.

______ 11. Read the thermometer accurately.

______ 12. Record the temperature.

______ 13. Shake the mercury down

______ 14. Replace the thermometer in its container or return to proper place for cleaning.

______ 15. Make the patient comfortable.

______ 16. Wash your hands.

______ 17. Report any abnormal readings, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 32

Procedure: Measuring a Rectal Temperature (Glass Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________________ Needs more practice ________________________

Equipment: Rectal thermometer, tissues, lubricating jelly, disposable gloves (optional), paper and pen

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Explain the procedure.

______ 4. Provide privacy.

______ 5. Place bed in flat position at working level.

______ 6. Have patient turn on side.

______ 7. Check the rectal thermometer for chips or cracks and shake the mercury down.

______ 8. Apply disposable cover if used by your agency.

______ 9. Lubricate bulb of thermometer and insert one inch through the anus.

______ 10. Hold the thermometer in place for 3-5 minutes. STAY WITH PATIENT.

______ 11. Remove the thermometer, holding the stem end. Wipe the thermometer with the tissue from the stem toward the bulb.

______ 12. Read the thermometer accurately.

______ 13. Record the temperature and write an R after the figure. (R - rectal temperature).

______ 14. Shake the mercury down.

______ 15. Return the thermometer to the appropriate area for cleaning.

______ 16. Make the patient comfortable and reposition bed.

______ 17. Wash your hands.

______ 18. Report any abnormal readings, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 33

Procedure: Measuring Temperature (Electronic Thermometer)

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Electronic thermometer, disposable probe cover, appropriate attachment (oral, rectal, axillary), paper and pen, lubricating jelly for rectal thermometer.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Explain the procedure.

______ 4. Provide privacy.

______ 5. Position bed at working level.

______ 6. Remove probe from stored position and insert into disposable probe cover.

______ 7. Insert the covered probe into mouth, axilla or rectum. Probe should be lubricated for rectal temperatures.

______ 8. Hold the probe in place.

______ 9. Wait for the signal indicating the temperature reading is complete.

______ 10. Remove the probe and discard the probe cover. Do not touch the cover.

______ 11. Return the probe to its stored position.

______ 12. Record the temperature.

______ 13. Make the patient comfortable and reposition the bed.

______ 14. Wash your hands.

______ 16. Report any abnormal readings, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 34

Procedure: Counting the Radial Pulse Rate

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Watch with a second hand, paper and pen.

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Position patient so that hand and arm are resting comfortably.

_____ 6. Find the pulse by placing the tips of your middle three fingers on the palm side of the patient's wrist over the radial artery.

_____ 7. Press lightly until you feel the beat, note the rhythm and if the beat is steady or irregular, strong or weak.

_____ 8. Note the position of the second hand on your watch, and count the pulse rate for one full minute.

_____ 9. Record the pulse rate.

_____ 10. Make the patient comfortable.

_____ 11. Wash your hands.

_____ 12. Report any unusual findings: irregular rhythm, weak or bounding force, changes from previous measurements, pulse rate under 60 or over 90 beats per minute.

Comments:

Student's signature ____________________ Date ________________

Instructor's signature ____________________ Date ________________

Number 35

Procedure: Counting Respirations

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Watch with a second hand, paper and pen

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. After counting the pulse rate, leave your fingers in place and count the number of times the chest rises and falls. One rise and one fall of the chest counts as one respiration.

_____ 5. Count the respirations for one full minute, using watch with second hand.

_____ 6. Record the respirations.

_____ 7. Make the patient comfortable.

_____ 8. Wash your hands.

_____ 9. Report any unusual observations, following agency policy.

Comments:

Student's signature ____________________ Date ________________

Instructor's signature __________________ Date ________________

Number 36

Procedure: Measuring Blood Pressure

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Sphygmomanometer, stethoscope, antiseptic pads, paper and pen

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad.

______ 6. Position patient in a sitting or lying position.

______ 7. Bare the patient's arm.

______ 8. Extend patient's arm level with heart, palm upward.

______ 9. Loosen the valve on the bulb and expel any remaining air from the cuff by squeezing.

______ 10. Wrap the cuff smoothly and snugly around the patient's arm with the arrow on the cuff pointing toward the brachial pulse.

______ 11. Check to be sure the manometer is positioned so you can read the numbers easily.

______ 12. Place the earplugs of the stethoscope in your ears.

______ 13. Locate the brachial pulse with your fingertips and place the diaphragm of the stethoscope directly over the pulse.

______ 14. Tighten the thumbscrew on the valve to close it.

______ 15. Hold the stethoscope in place and inflate the cuff 30 mmHg beyond the point at which you last heard the pulse.

______ 16. Deflate the cuff at an even rate by turning the valve counterclockwise.

______ 17. Note the point on the scale where you heard the first sound (systolic reading).

______ 18. Note the point where the sound disappears or changes (diastolic reading).

______ 19. Deflate the cuff completely and remove it from the patient's arm.

______ 20. Record your reading.

______ 21. Return the cuff to its proper place.

______ 22. Make the patient comfortable.

______ 23. Clean the earplugs and bell/diaphragm of the stethoscope with an antiseptic pad.

______ 24. Wash your hands.

______ 25. Report any unusual readings or observations.

______ 26. Record the blood pressure in the appropriate place, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 37

Procedure: Height and Weight

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Previous weight as documented, paper towel, scale, paper and pen.

NOTE: Scales should be properly adjusted and resting on a firm, even surface.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Explain the procedure.

______ 4. Ask the patient's weight.

______ 5. Transport or escort the patient to the scales.

______ 6. Provide privacy.

______ 7. Assist the patient to remove shoes and step on scale.

______ 8. Record the patient's weight.

______ 9. Measure height using yard stick or tape measure.

______ 10. Record the number of inches indicated.

______ 11. Assist the patient to put on shoes.

______ 12. Return patient to room.

______ 13. Wash your hands.

______ 14. Record information on patient's record, following agency policy.

______ 15. Report weight gains or losses.

Comments:

Student's signature _________________________ Date _________________________

Instructor's signature _________________________ Date _________________________

Number 38

Procedure: Measuring and Recording Fluid Intake and Output

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Intake/output record, graduated container, pen for recording, disposable gloves

Intake

______ 1. Explain to the patient that their fluid intake is being recorded.

______ 2. Have the patient help to record fluids, if he or she is able.

______ 3. Record intake on the bedside intake record. Intake includes: amount of fluid patient takes with meals, amount of water and fluids taken between meals. All other fluids given by mouth, intravenously, or by tube feeding.

______ 4. Use a graduated container or listing of standard agency amounts for measuring.

______ 5. Record fluids in cubic centimeters (cc) which are the same as milliliters (ml).

______ 6. Record the total at the end of each shift and at the end of 24 hours with assistance of family members and/or care givers.

______ 7. Chart totals in the designated area on the intake/output record, following agency policy.

Output

______ 1. Explain to the patient that their urine output is being recorded, and she or he will need to use a bedpan or urinal.

______ 2. Remind the patient not to put toilet paper in the bedpan.

______ 3. Wash your hands.

______ 4. Provide privacy.

______ 5. Pour urine from bedpan or urinal into graduated container. Read amount.

______ 6. Record all liquid output. Output includes: urine, vomitus (emesis) drainage from wound or stomach, liquid stool, blood loss perspiration (follow agency policy).

______ 7. Observe liquid output for unusual appearance.

______ 8. Empty urinal/bedpan and rinse.

______ 9. Rinse graduate container.

______ 10. Remove and dispose of glove.

______ 11. Wash your hands.

______ 12. Record amount of output in the output column on the bedside intake/output record, in cubic centimeters (cc).

______ 13. Document time, urine output amount and character and patient reaction.

______ 14. Total and record the amount of output at the end of each shift.

______ 15. Chart totals in the designated area on the intake/output record, following agency policy.

Comments:

Student's signature ______________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 39

Procedure: Assists With Use of Bathroom

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Patient's robe and slippers, disposable glove (optional)

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Assist patient to sitting position.

______ 6. Help patient put on robe and slippers.

______ 7. Assist to stand and ambulate to bathroom.

______ 8. Adjust clothing allowing patient to sit comfortably on commode.

______ 9. Place toilet tissue and call signal within reach of patient.

______ 10. Provide time for privacy, if patient can be safely left alone.

______ 11. Ask the patient to signal when finished.

______ 12. Put on disposable glove and assist the patient to clean the genital area, if indicated.

______ 13. Remove disposable glove and discard.

______ 14. Assist the patient to wash hands.

______ 15. Help the patient to return to bed. Remove robe and slippers.

______ 16. Provide for comfort.

______ 17. Clean the area.

______ 18. Wash your hands.

______ 19. Report and record any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 40

Procedure: Assist With Use of Bedside Commode

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Portable commode and container, container cover, toilet tissue, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Place commode next to bed. Open the cover and adjust the container under the toilet seat.

______ 6. Assist patient to sit on side of bed, put slippers on patient and transfer to bedside commode.

______ 7. Place toilet tissue and call signal within reach of patient.

______ 8. Provide time for privacy, if patient can be safely left alone.

______ 9. Ask the patient to signal when finished.

______ 10. Put on disposable glove, and assist the patient to clean the genital area, if indicated.

______ 11. Remove disposable glove and discard.

______ 12. Assist the patient back to bed and remove slippers.

______ 13. Close the cover on the commode.

______ 14. Remove container from commode, cover and take to bathroom.

______ 15. Observe appearance of feces or urine, measure output if ordered and/or collect a specimen if required.

______ 16. Empty the container into the toilet and flush.

______ 17. Clean the container following agency procedure.

_____ 18. Assist the patient with hand washing and provide for comfort.

_____ 19. Clean the area.

_____ 20. Wash your hands.

_____ 21. Report and record any unusual observations, following agency policy.

Comments:

Student's signature _________________________ Date _________________________

Instructor's signature _______________________ Date _________________________

Number 41

Procedure: Assist With Use of Bedpan

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Bedpan, bedpan cover, toilet tissue, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Warm metal bedpan by running warm water over it and drying the outside surface.

______ 6. Place bedpan on a chair.

______ 7. Lower the head of the bed and the siderail.

______ 8. Fold top linens out of the way and raise the patient's gown.

______ 9. Ask the patient to bend knees and place feet flat on mattress while lifting hips. Assist, as needed, by slipping hand under lower back and lifting. Position the bedpan under the buttocks.

______ 10. Turn the patient to his or her side, if he or she is unable to assist. Position the patient facing away from you, and place the bedpan against the buttocks. Push the bedpan downward into the mattress as you roll the patient back onto the bedpan.

______ 11. Replace top linens and elevate head of bed and siderail.

______ 12. Place toilet tissue and call signal within reach of patient.

______ 13. Provide time for privacy, if patient can be safely left alone.

______ 14. Ask the patient to signal when finished.

______ 15. Remove bedpan, cover and place on chair.

_____ 16. Put on disposable glove, and assist the patient to clean the gential area, if indicated.

_____ 17. Take bedpan to bathroom. Observe appearance of feces or urine, measure output if ordered and/or collect a specimen if required.

_____ 18. Empty the bedpan into the toilet and flush.

_____ 19. Clean the bedpan following agency procedure.

_____ 20. Assist the patient with handwashing and provide for comfort.

_____ 21. Clean the area.

_____ 22. Wash your hands.

_____ 23. Report and record any unusual observations, following agency policy.

Comments:

Student's signature _____________________ Date _____________________

Instructor's signature _____________________ Date _____________________

Number 42

Procedure: Assist With Use of Urinal

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Urinal, urinal cover, basin of warm water, soap dish, soap, wash cloth, towel, disposable glove (optional).

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure and put on the disposable glove.

______ 5. Give the patient the urinal or place the urinal between the legs, with the penis inside the opening.

______ 6. Tilt the urinal downward to prevent spills.

______ 7. Provide privacy if patient can safely be left alone.

______ 8. Ask the patient to signal when finished.

______ 9. Remove urinal, cover and take to bathroom.

______ 10. Observe appearance of urine, measure output if ordered and or collect a specimen if required.

______ 11. Empty urine into toilet and flush.

______ 12. Clean urinal according to agency procedure and return to storage area.

______ 13. Assist the patient with handwashing and provide for comfort.

______ 14. Wash your hands.

______ 15. Report and record any unusual observations, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature __________________________ Date ________________________

Number 43

Procedure: Providing Catheter Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Chux, disposable gloves, paper bag, disposable catheter care kit or antiseptic swabs or packets.

Note: Perineal care is provided prior to catheter care so that the genital area is clean.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Place chux under patient.

______ 6. Open catheter care kit.

______ 7. Put on disposable gloves.

______ 8. Observe area around the catheter for sores, crusts, redness, swelling, discoloration, abnormal drainage and report at once.

______ 9. Separate labia on female or pull back foreskin on male and cleanse the area around the meatus.

______ 10. Apply antiseptic solution or ointment around the area where the catheter enters the urethra.

______ 11. Cleanse four inches of the catheter tubing below the urethra, working outward.

______ 12. Adjust the catheter so that urine flows freely.

______ 13. Remove the disposable gloves.

______ 14. Remove the chux.

______ 15. Discard the disposable equipment.

______ 16. Provide for comfort.

______ 17. Wash your hands.

______ 18. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 44

Procedure: Emptying a Urine Drainage Bag

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Graduate, disposable gloves (optional).

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Open the drain and allow urine to run into the graduate. Use care to prevent contamination of drain.

______ 6. Close the clamp and replace the drain in the holder on the bag.

______ 7. Follow agency procedure for cleaning tip of drain.

______ 8. Measure urine.

______ 9. Empty the graduate into the toilet and flush.

______ 10. Clean the graduate.

______ 11. Wash your hands.

______ 12. Report and record your actions and any unusual observations, following agency policy.

______ 13. Record amount of urine obtained on intake and output record.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 45

Procedure: Collecting a Routine Urine Specimen

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Bedpan and cover/urinal, container and cover for specimen, graduate, label, laboratory requisition slip, disposable gloves (optional).

______ 1. Review the specimen order with a licensed nurse.

______ 2. Assemble equipment.

______ 3. Wash your hands.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Ask the patient not to put toilet tissue into the bedpan.

______ 7. Ask the patient to urinate into the urinal or bedpan.

______ 8. Put on disposable gloves and take the covered bedpan or urinal to the bathroom.

______ 9. Pour the urine into the graduate and measure the amount if the patient is on intake and output.

______ 10. Fill specimen container about 3/4 full of urine, and put the lid on the container.

______ 11. Discard the excess urine and flush the toilet.

______ 12. Remove gloves and label specimen container.

______ 13. Clean equipment and return to proper place.

______ 14. Provide for patient comfort.

______ 15. Wash your hands.

______ 16. Transport specimen according to agency instructions.

______ 17. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 46

Procedure: Testing Urine for Sugar

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _________________ Needs more practice __________________

Equipment: Freshly voided urine specimen, wristwatch, disposable gloves, reagent used by your agency, paper towels.

_____ 1. Review the testing procedure.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Obtain a freshly voided urine specimen.

_____ 5. Put on gloves.

_____ 6. Take the specimen to a working area.

Clinitest

_____ 7. Place 5 drops of urine in test tube with medicine dropper, add 10 drops of fresh water and one clinitest tablet.

_____ 8. Watch the reaction carefully and do not handle the test tube during the reaction to avoid a burn. Test tube can be placed in rack.

_____ 9. Wait 15 seconds after reaction has stopped and gently shake the test tube.

_____ 10. Compare the color of the test tube contents with the color chart.

_____ 11. Report and record the results, following agency policy.

TesTape

_____ 7. Pull 1 1/2 inches of TesTape from the container.

_____ 8. Dip 1/4 inch of TesTape strip into urine.

_____ 9. Withdraw tape holding downward over specimen container.

______ 10. Wait 60 seconds and check the darkest area of the wet strip against the color chart.

______ 11. Record the results.

______ 12. Discard urine and reagent materials.

______ 13. Wash your hands.

______ 14. Report and record the results, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 47

Procedure: Testing Urine for Acetone

To be completed by student:

Name: ______________________ Social Security Number: ______________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ______________________ Needs more practice ______________________

Equipment: Freshly voided urine specimen, wristwatch, disposable gloves, reagent used by your agency, paper towels.

______ 1. Review the testing procedure.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Obtain a freshly voided urine specimen.

______ 5. Put on gloves.

______ 6. Take the specimen to a working area.

Acetest

______ 7. Place acetest tablet on paper towel.

______ 8. Drop one drop of urine onto the tablet.

______ 9. Wait 30 seconds.

______ 10. Compare the color of the tablet with the color chart.

______ 11. Report and record the results, following agency policy.

Ketostix

______ 7. Dip reagent area of Ketostix into the urine.

______ 8. Remove Ketostix and hold horizontally.

______ 9. Wait 15 seconds.

______ 10. Compare the strip with the color chart, matching it as closely as possible.

______ 11. Record the results.

______ 12. Discard urine and reagent materials.

______ 13. Wash your hands.

______ 14. Report and record the results, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 48

Procedure: Collecting a Stool Specimen

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ___________ _____________

Equipment: Bedpan and cover, container and cover for specimen, label, tongue blade, toilet tissue, laboratory requisition slip, disposable gloves (optional).

______ 1. Review the specimen order with a licensed nurse.

______ 2. Assemble equipment.

______ 3. Wash your hands.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Ask the patient not to put toilet tissue into the bedpan or urinate in the bedpan.

______ 7. Put on disposable gloves and take the covered bedpan to the bathroom when the patient has completed his/her bowel movement.

______ 8. Use tongue blade to put a sample of stool into the specimen container, discard excess stool and flush the toilet.

______ 9. Remove gloves, cover and label the specimen container.

______ 10. Assist patient to wash hands and provide for comfort.

______ 11. Clean equipment and return to proper place.

______ 12. Wash your hands.

______ 13. Transport specimen to proper area, according to agency instructions.

______ 14. Report and record your action and any unusual observations, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 49

Procedure: Administering a Cleansing Enema

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Enema container with tubing and clamp, bedpan and cover, chux, lubricant, toilet tissue, disposable gloves, graduate containing prepared enema solution at 105 F, paper towel, bath thermometer.

______ 1. Review enema order and type of enema to be given with a licensed nurse.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Elevate the bed to a comfortable working level.

______ 7. Lower the side rail.

______ 8. Cover patient with bath blanket or sheet and fanfold top linen to bottom of bed.

______ 9. Place chux under patient's buttocks.

______ 10. Position patient on left side with knees flexed.

______ 11. Place bedpan at bottom of bed within reach.

______ 12. Put on disposable gloves.

______ 13. Close clamp on tubing and fill enema container. Expel air in tubing and close clamp.

______ 14. Put lubricant on paper towel and lubricate the tip of the tubing.

______ 15. Gently insert lubricated tube into rectum 2-4 inches.

______ 16. Hold enema container 12-18 inches above mattress and open clamp. Ask the patient to take slow deep breaths while the enema is being administered.

______ 17. Encourage the patient to take all of the solution ordered, but clamp the tube if the patient becomes too uncomfortable.

______ 18. Slowly and gently remove the tube from the rectum and wrap in a paper towel.

______ 19. Remove and discard gloves.

______ 20. Assist the patient onto the bedpan or into the bathroom, after lowering the bed and helping to put on robe and slippers.

______ 21. Place toilet tissue and call signal within reach of patient.

______ 22. Ask the patient not to flush the toilet when finished.

______ 23. Provide time for privacy, if patient can be safely left alone.

______ 24. Assist the patient to clean the genital area, if indicated.

______ 25. Help the patient to wash hands, remove robe and slippers and return to bed.

______ 26. Remove the disposable chux.

______ 27. Provide for comfort.

______ 28. Note amount, color and consistency of stool.

______ 29. Clean the area and equipment as needed.

______ 30. Wash your hands.

______ 31. Report and record your action, the results, and any unusual observations, following agency policy.

Comments:

Student's signature ________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 50

Procedure: Heat or Cold Applications

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Equipment needed for procedure, towel, bath thermometer, chux.

______ 1. Review the type of application with a licensed nurse.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Assist the patient to a safe, comfortable position.

______ 7. Check the temperature for the application

Warm soaks - 105-110°F
Hot compresses - 105-115°F

Follow facility policy for application temperatures

______ 8. Apply the application. Protect linens with chux.

______ 9. Check the patient every five minutes for redness, complaints of pain or discomfort.

______ 10. Maintain the temperature of the application for the amount of time ordered.

______ 11. Pat skin dry.

______ 12. Provide for comfort.

______ 13. Clean and store equipment in proper place.

______ 14. Wash hands.

______ 15. Report and record your actions following agency policy. Include:
   a. site involved and temperature of application
   b. length of time treatment given
   c. patient's response to treatment
   d. observation of skin

Cold applications

_____ 1. Review the type of application with a licensed nurse.

_____ 2. Wash your hands.

_____ 3. Assemble equipment.

_____ 4. Provide privacy.

_____ 5. Explain the procedure.

_____ 6. Assist the patient to a safe, comfortable position.

_____ 7. Place ice bags and cold packs in appropriate cover after removing excess air or following manufacturer's instructions. Caps or lids are applied away from the patient.

_____ 8. Apply cold application. Protect linens with chux.

_____ 9. Check the skin every 10 minutes for blisters; pale, gray or white skin; complaints of numbness, pain or discomfort.

_____ 10. Maintain the application for the amount of time ordered.

_____ 11. Pat skin dry.

_____ 12. Provide for comfort.

_____ 13. Clean and store equipment in proper place.

_____ 14. Wash hands.

_____ 15. Report and record your actions following agency policy. Include:
  a. site involved
  b. length of time treatment given
  c. patient's response to treatment
  d. observation of skin

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 51

Procedure: Applying a Nonsterile Dressing

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Sterile dressing (gauze pads, band-aid, ABD's), roller gauze bandage, tape.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Select the correct size dressing. Dressing should extend approximately one inch beyond wound edges.

______ 6. Open dressing package. Avoid touching the dressing with your fingers.

______ 7. Pinch the exposed part of the dressing to pick it up and place the untouched side of the dressing directly on the wound.

______ 8. Secure the dressing in place with tape or a bandage wrap.

______ 9. Provide for patient comfort.

______ 10. Discard used supplies.

______ 11. Wash your hands.

______ 12. Report and record your actions and observations, following agency policy.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 52

Procedure: Assist With a Physical Examination

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Flashlight, ophthalmoscope, otoscope, thermometer, stethoscope, sphygmomanometer, nasal speculum, vaginal speculum, percussion hammer, tuning fork, emesis basin, tape measure, tongue depressors, gloves, tissues, lubricant, cotton balls, cotton tipped applicators, disposable drape, specimen containers, slides, skin pencil, eye chart (Snellen), paper towels, container for soiled instruments.

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Explain the procedure.

______ 4. Provide privacy.

______ 5. Assist the patient to put on a gown.

______ 6. Encourage the patient to urinate prior to the examination.

______ 7. Position the patient on the bed and elevate the bed to a comfortable working level.

______ 8. Place the bed in a horizontal position and drape the patient. Place a chux under the buttocks and untie the gown.

______ 9. Arrange for adequate lighting.

______ 10. Remain with the patient.

Comments:

Student's signature __________________________ Date ________________________

Instructor's signature ________________________ Date ________________________

Number 53

**Procedure:** Postmortem Care

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

**Equipment:** Chux, towels, washcloth, soap, basin of warm water, tape, dressings, gown.

______ 1. Assemble equipment.

______ 2. Wash hands.

______ 3. Provide privacy.

______ 4. Elevate bed to working level.

______ 5. Position body in supine position.

______ 6. Close eyes.

______ 7. Replace dentures or place in labeled container.

______ 8. Close mouth.

______ 9. Remove jewelry, eyeglasses, hearing aids (check agency policy).

______ 10. Bathe body.

______ 11. Place disposable chux under buttocks.

______ 12. Assist with dressing changes as needed.

______ 13. Apply clean gown.

______ 14. Comb hair.

______ 15. Cover body with sheet.

______ 16. Remove used supplies and equipment.

______ 17. Make room tidy.

______ 18. Provide privacy for family to view body.

______ 19. Wash hands.

______ 20. Support family members as they contact their minister, physician and funeral director.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 54

Procedure: Assisting to Ambulate Using a Cane or Walker

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice _________________________

Equipment: Cane or walker, appropriate footwear, gait belt (if needed)

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Check cane or walker for safety.

______ 6. Help patient to put on footwear.

______ 7. Assist to sitting position with feet resting on floor.

______ 8. Secure gait belt snug enough to provide support and loose enough to provide for comfort.

______ 9. Place walker or cane within patient's reach.

______ 10. Assist to stand.

______ 11. Have patient use ambulatory device to maintain balance.

______ 12. Walk beside patient while grasping gait belt to provide support.

______ 13. Ambulate as ordered.

______ 14. Observe for discomfort or weakness.

______ 15. Provide for comfort.

______ 16. Wash your hands.

______ 17. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 55

Procedure: Using a Mechanical Lift

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice __________________

Equipment: Mechanical lift, sling, arm chair or wheelchair, slippers and bathblanket

_____ 1. Assemble equipment.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Request help as needed from coworker or family member.

_____ 6. Center the sling under the patient, by turning from side to side.

_____ 7. Position the lower edge of the sling behind the knees.

_____ 8. Place the arm chair or wheelchair beside the bed with the back of the chair even with the headboard.

_____ 9. Lock wheels on bed and wheelchair. Place bath blanket or sheet on chair.

_____ 10. Lower the bed to lowest position, and elevate head of bed to sitting position.

_____ 11. Attach the sling to the straps or chains with hooks fastened away from patient's skin.

_____ 12. Fold arms across patient's chest and slowly raise the patient.

_____ 13. Ask assistant to support patient's legs during transfer.

_____ 14. Slowly lower the patient into the chair.

_____ 15. Sling remains under patient.

_____ 16. Apply slippers, bathblanket or lap robe and provide for comfort.

_____ 17. Position call signal and be sure patient is secure in chair.

_____ 18. Wash your hands.

_____ 19. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________

Number 56

Procedure: Range of Motion Exercises

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Bath blanket

Note: Perform exercises on one of the body and then repeat the exercises on the opposite side. Each movement is repeated three times unless otherwise ordered.

______ 1. Wash your hands.

______ 2. Assemble equipment.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Elevate the bed to a comfortable working level.

______ 6. Cover patient with bath blanket or sheet and fan-fold top linens to bottom of bed.

______ 7. Position patient on back in good body alignment.

______ 8. Exercise the neck.
    Head flexion, extension and hyperextension
    Head right and left rotation
    Head right and left lateral flexion

______ 9. Exercise the shoulder.
    Shoulder flexion, extension and hyperextension
    Shoulder abduction and adduction
    Shoulder internal and external rotation
    Shoulder horizontal abduction and adduction

______ 10. Exercise the elbow, forearm and wrist.
    Elbow flexion and extension
    Forearm pronation and supination
    Wrist flexion, extension and hyperextension
    Wrist ulnar and radial deviation

______ 11. Exercise the hand and each finger
   - Hand flexion and extension
   - Finger flexion and extension
   - Finger adduction and abduction
   - Finger/Thumb opposition

______ 12. Exercise the hip and knee.
   - Hip flexion and extension
   - Hip abduction and adduction
   - Hip internal and external rotation
   - Knee flexion and extension

______ 13. Exercise ankle, foot and toes.
   - Ankle dorsal flexion and plantar flexion
   - Foot eversion and inversion
   - Toe abduction and adduction
   - Toe flexion and extension

______ 14. Repeat exercise for opposite side of the body after going to the other side of the bed.

______ 15. Provide for comfort.

______ 16. Lower bed to lowest position.

______ 17. Replace top linens.

______ 18. Return bath blanket to the appropriate place.

______ 19. Wash your hands.

______ 20. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ____________________________ Date ____________________________

Instructor's signature ____________________________ Date ____________________________

Number 57

Procedure: Assist the Patient to Dangle, Stand and Walk

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Slippers or shoes, (brace, prosthesis, cane, walker, crutches, gait belt, as needed)

______ 1. Review ambulation instructions.

______ 2. Wash your hands.

______ 3. Assemble equipment.

______ 4. Provide privacy.

______ 5. Explain the procedure.

______ 6. Raise the head of the bed and allow the patient to remain in a sitting position for several minutes.

______ 7. Put shoes or slippers on the patient.

______ 8. Assist the patient to move to the side of the bed.

______ 9. Support the patient's neck and shoulder with one hand, while using the other hand to move the legs over the edge of the mattress.

______ 10. Stand in front of the patient observing for signs of weakness.

______ 11. Allow the patient to dangle for several minutes.

______ 12. Apply brace, or prosthesis and/or place ambulation aids within patient's reach, if needed.

______ 13. Apply gait belt, if needed.

______ 14. Assist to stand by having patient put hands on your shoulders, while you place your hands under the patient's arms.

______ 15. Use good body mechanics to pull the patient to a standing position on the count of three.

______ 16. Allow the patient to stand for several minutes prior to walking.

______ 17. Walk beside patient, while grasping gait belt to provide support.

______ 19. Ambulate as ordered.

______ 19. Observe for discomfort or weakness.

______ 20. Provide for comfort.

______ 21. Wash your hands.

______ 22. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 58

Procedure: Moving the Patient Up in Bed

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Special equipment not required

______ 1. Request help as needed from coworker or family member.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Lock wheels on bed.

______ 6. Raise bed to working level.

______ 7. Lower bed to flat position.

______ 8. Place pillow against headboard.

______ 9. Position a person on either side of the bed.

______ 10. Using good body mechanics, place one arm under the patient's shoulder and one arm under the patient's thigh.

______ 11. Ask the patient to help, if able, by flexing both knees and grasping headboard with hands.

______ 12. Explain that on the count of three the patient should pull up with hands and push against the bed with the feet, as you and coworker or family member move the patient up in bed.

______ 13. Place pillow under patient's head.

______ 14. Provide for comfort.

______ 15. Wash your hands.

______ 16. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ____________________ Date ______________________

Number 59

Procedure: Moving the Patient Up in Bed Using a Turning Sheet

To be completed by student:

Name: ______________________ Social Security Number: ______________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass ________________ Needs more practice ________________

Equipment: Turning sheet (draw sheet or full flat sheet folded in half)

_____ 1. Request help from a coworker or family member.

_____ 2. Wash your hands.

_____ 3. Provide privacy.

_____ 4. Explain the procedure.

_____ 5. Lock wheels on bed.

_____ 6. Raise bed to working level.

_____ 7. Lower head of bed to flat position.

_____ 8. Place pillow against headboard.

_____ 9. Position a person on either side of the bed.

_____ 10. Roll the turning sheet up close to the patient and grasp the sheet firmly at the shoulder and buttocks area.

_____ 11. Using good body mechanics, slide the patient up in bed on the count of three.

_____ 12. Place pillow under patient's head.

_____ 13. Adjust linens and provide for comfort.

_____ 14. Wash hands.

_____ 15. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature __________________ Date ________________

Instructor's signature __________________ Date ________________

Number 60

Procedure: Turning the Patient Toward You

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ________________________

Equipment: Pillows with pillowcase covers

______ 1. Wash your hands.

______ 2. Provide privacy.

______ 3. Explain the procedure.

______ 4. Lock bed wheels.

______ 5. Elevate bed to position of comfort.

______ 6. Lower head of bed to as flat a position as possible.

______ 7. Stand opposite side of bed to which you will turn patient.

______ 8. Lower side rail on side nearest you.

______ 9. Move patient to side of bed nearest you.

______ 10. Cross patient's arms over chest.

______ 11. Cross leg nearest you over opposite leg.

______ 12. Raise side rail and go to opposite side of bed.

______ 13. Lower side rail and roll the patient gently toward you.

______ 14. Position in good body alignment.

______ 15. Place pillow under head and shoulder.

______ 16. Position other pillows as needed for support.

______ 17. Raise side rail.

______ 18. Lower bed to lowest position.

______ 19. Place call signal within patient's reach.

______ 20. Wash your hands.

______ 21. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ______________________ Date ______________________

Instructor's signature ______________________ Date ______________________

Number 61

Procedure: Bed to Chair Transfer

To be completed by student:

Name: ______________________________ Social Security Number: ____________________

To be completed by instructor after observation of procedure. Date and initial appropriate area.

Pass _______________________ Needs more practice ______________________

Equipment: Shoes or slippers, bath blanket, arm chair or wheelchair

______ 1. Assemble equipment.

______ 2. Wash your hands.

______ 3. Provide privacy.

______ 4. Explain the procedure.

______ 5. Lock wheels on bed

______ 6. Place chair or wheelchair beside bed, with wheels locked, with the back of the chair even with the bed headboard.

______ 7. Position folded bath blanket or sheet on chair.

______ 8. Place bed in lowest position.

______ 9. Elevate head of bed.

______ 10. Fanfold top linens to bottom of bed.

______ 11. Assist patient, as needed, to put on shoes or slippers.

______ 12. Help patient to move to the side of the bed.

______ 13. Assist to sitting position and allow to dangle for several minutes.

______ 14. Help patient to stand
- ask patient to put hands on your shoulders
- place your hands under the patient's arms
- block patient's feet with your feet and brace your knees
- use good body mechanics to pull the patient to a standing position on the count of three

______ 15. Assist patient to turn slowly until his back faces the chair.

______ 16. Lower patient slowly to a sitting position.

_____ 17. Provide for comfort.

_____ 18. Wash your hands.

_____ 19. Report and record your actions and any unusual observations, following agency policy.

Comments:

Student's signature ____________________ Date ____________________

Instructor's signature ____________________ Date ____________________